

**CONFLICT MANAGEMENT AND ACADEMIC MANAGEMENT IN
EDUCATIONAL INSTITUTIONS : A CASE STUDY OF GREEN HILL ACADEMY
SECONDARY SCHOOL**

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**UGANDA CHRISTIAN
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DECLARATION

I, **NAKISANZE MARTHA** hereby declare that this research thesis titled “Conflict Management Styles and Academic Management in Educational Institutions; A case Study of Green Hill Academy Secondary School” is my original work and it contains no materials previously published or presented by any other person nor material which has been accepted for any academic award by any University, except where due acknowledgement has been made in the text.

Signature:  Date: 9TH SEPTEMBER 2025

NAKISANZE MARTHA

APPROVAL

This is to certify that this research thesis titled, “Conflict Management Styles and Academic Management in Educational Institutions; A case Study of Green Hill Academy Secondary School” has been under our supervision and is now ready for submission to the Uganda Christian University for the award of a Master’s Degree in Education Administration and Management with my approval.

Signature: 

Date: 14/09/2025

Mr. Patrick Lugemwa

DEDICATION

This work is dedicated to my family members and friends for the motivation to keep me moving despite life challenges.

ACKNOWLEDGEMENT

It is important to note that, during the period while this thesis was being prepared a number of people and individuals contributed in one way or the other. However, the guidance, protection and mercies of God the Almighty stands out distinctively. I am heavily indebted to my Supervisor Mr. Patrick Lugenwa. Not much could have been done without their generous guidance and inspiration which enabled me to produce this successful work. I also extend profound gratitude to my colleagues' student with whom we are in the same class for the brilliant ideas shared which contributed to the success of this work.

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TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLES	ix
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background of the study	1
1.1.1 Historical Background	1
1.1.2 Theoretical Background	5
1.1.3 Conceptual Background	6
1.1.4 Contextual Background	8
1.2 Statement of the problem	9
1.3 Purpose of the Study	10
1.4 Specific objectives of the study	10
1.5 Research Questions	11
1.6 Conceptual Framework	12
1.7 Justification for the Study	13
1.8 Significance of the study	14
1.9 Scope of the study	15
1.9.1 Content Scope	15
1.9.2 Geographical Scope	16
1.9.3 Time Scope	16
CHAPTER TWO	17
LITERATURE REVIEW	17
2.1 Introduction	17
2.2 Theoretical Review	17

2.3 Collaborative conflict management style and Administrative Management in Educational Institutions	19
2.4 Accommodative conflict management style and Personnel Management in Educational Institutions	22
2.5 Accomodative conflict management style and and Stakeholders’ Management in Educational Institutions	25
2.6 Research Gap is a must.....	27
2.6. Summary of literature review	28
CHAPTER THREE	29
METHODOLOGY	29
3.0 Introduction	29
3.1 Research Design	29
3.3 Study Population	30
3.4 Determination of Sample Size	31
3.5 Sampling Techniques	32
3.6 Methods of Data Collection	32
3.6.1 Survey Questionnaire	32
3.6.2 Key informant interview	33
3.7 Data Collection Instruments	33
3.7.1 Questionnaire	33
3.7.2 Interview Guide	34
3.8 Quality control	34
3.8.1 Validity	34
3.8.2 Reliability	35
3.9 Procedure of Data Collection	35
3.10 Data analysis	35
3.10.1 Quantitative data analysis	36
3.10.2 Qualitative data analysis	36
3.11 Measurement of Variables	36
3.12 Ethical considerations	37

CHAPTER FOUR.....	38
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS	38
4.1 Introduction.....	38
4.2 Response rate	38
4.3 Bio data of respondents	39
4.3.1 Gender of the respondents	39
4.3.2 Education level of respondents	40
4.3.3 Period of work at Green Hill Academy.	41
4.4 Empirical findings on conflict management and academic management in educational institutions.	42
4.5 The effect of accommodative conflict management style on personnel Management at Green Hill Academy Secondary School.	43
4.6 Findings on how accommodative Conflict Management Style influence Administrative Management at Green Hill Academy Secondary School	46
4.7 The effect of accommodative conflict management style on Stakeholders’ Management at Green Hill Academy Secondary School	48
4.7.1 Correlation results for Conflict Management and academic Management in Educational Institutions.	51
4.7.2 Regression results for Conflict Management and Academic Management In Educational Institutions.	52
4.8 Conflict Management and Academic Management in Educational Institutions	53
4.6 Regression matrix results for Conflict Management (IV) and Academic Management in Educational Institutions (DV)	56
CHAPTER FIVE: DISCUSSION OF RESULTS	59
5.0 Introduction.....	59
5.1 Discussion of results	59
5.1.1 Bio-data of respondents	59
5.1.2 The effect of accommodative conflict management style on personnel Management at Green Hill Academy Secondary School	60

5.1.3 Findings on how accommodative Conflict Management Style influence Administrative Management at Green Hill Academy Secondary School	63
5.1.4 The effect of accommodative conflict management style on Stakeholders’ Management at Green Hill Academy Secondary School.	65
5.1.5 Conflict Management and Academic Management in Educational Institutions	67
CHAPTERSIX: CONCLUSIONS AND RECOMMENDATIONS	70
6.0 Introduction.....	70
6.1 Conclusions.....	70
6.1.1 The effect of accommodative conflict management style on personnel Management at Green Hill Academy Secondary School.	70
6.1.2 The effect of Accommodative Conflict Management Style on Administrative Management at Green Hill Academy Secondary School.	71
6.2 Recommendations	74
REFERENCES	76
Appendices.....	81
Appendix I: Questionnaires for Teachers and Non-Teaching Staff.....	81
Appendix II: Interview Guide For Head Teacher And Pta Members	86
Appendix III: Consent Form.....	88
Appendix IV: Introductory letter.....	91
Appendix V: Acceptance Letter	93
appendix V: Workplan	94

LIST OF TABLES

Table 3.1: showing Population, sample and sampling technique.....	31
Table 4.1: Response rate results.....	38
Table 4.2: Gender of respondents.....	39
Table 4.3: Respondents by education level.....	40
Table 4.4: Period of work at Green Hill Academy.....	41
Table 4.5: The effect of accommodative conflict management style on personnel Management at Green Hill Academy Secondary School.....	43
Table 4.6: How accommodative Conflict Management Style influence Administrative Management at Green Hill Academy Secondary School.....	46
Table 4.7: The effect of accommodative conflict management style on Stakeholders ' Management at Green Hill Academy Secondary School.....	48
Table 4.8: Correlation results for between Conflict Management and Academic Management in Educational Institutions.....	51
Table 4.9: Regression results for Conflict Management.....	52
Table 4.10: Analysis of Variance (ANOVA).....	53
Table 4.11: Responses on the Conflict Management and Academic Management In Educational Institutions.....	54
Table 4.12: Model Summary.....	56
Table 4.13: Analysis of Variance (ANOVA).....	57
Table 4.14: Regression coefficients.....	57

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study aims at establishing the relationship between conflict management styles and academic management in educational institutions using Green Hill Academy Secondary School as a specific reference. Conflict management styles and academic management in educational institutions represent independent and dependent variables respectively. This chapter presents the background to the study, problem statement, study purpose, study objectives, conceptual framework, study significance, study justification, study scope and operationalization of terms.

1.1 Background of the study

There are essentially four perspectives covering the background of the study and this is categorized as historical background, theoretical background, conceptual back ground and the contextual background.

1.1.1 Historical Background

Globally, conflicts have existed in educational institutions since the establishment of formal education systems. A case in point is the German Institute of Science in 1600, where the principal employed a collaborative conflict management style and appropriate strategies to navigate a potentially disastrous situation. This conflict threatened to escalate into a massive strike, which could have resulted in significant losses, the closure of the institute, and detrimental academic performance among students (Cetin & Hacifazlioglu, 2004).

Conflict management in educational institutions has transitioned from informal and reactive approaches to more structured, theory-based strategies over time. In the early 20th century, conflicts were often handled through arbitrary or ad hoc methods with little systematic

framework. The mid-20th century marked a shift with scholars like Deutsch (1949), who emphasized the importance of cooperation and competition, laying the groundwork for understanding conflict dynamics within educational settings. The development of the Thomas-Kilmann Conflict Mode Instrument (TKI) in the 1970s by Thomas and Kilmann significantly advanced the field by categorizing conflict styles such as competing, accommodating, avoiding, collaborating, and compromising, allowing educators and administrators to adopt more deliberate conflict resolution strategies. Subsequent research by Rahim (1985) further refined these concepts, applying them specifically to organizational and educational environments. As a result, contemporary practices now incorporate these theoretical insights, fostering collaborative and integrative conflict management approaches aimed at enhancing school effectiveness and stakeholder relationships.

Management is a crucial concept involved in nearly every aspect of human activity, ultimately affecting daily routines. According to Syafaruddin (2015), management is the act of managing and utilizing the resources of an organization effectively and efficiently to achieve organizational goals through the cooperation of its members. Schools or educational institutions cannot be separated from management. Schools have principals, teachers, and educational personnel, as well as students as the main focus of education. Undoubtedly, all of that requires effective, directed, and well-planned management since educational institutions will always strive to improve the efficiency and effectiveness of their management to maintain their existence and relevance (Mehroliya, 2021).

Academic management is a significant task that could assure everything in place, therefore, administrators and teachers can do their job to the best of their capabilities, with the lowest

pressure and difficulties at schools. It also facilitates performance of all parts, who have responsibilities in teaching and learning, to be highly productive(Cowdray, 2023).

Academic management embodies a multifaceted approach aimed at ensuring the effective delivery of educational services within institutions. It encompasses a range of processes, responsibilities, and strategies that contribute to the smooth operation and enhancement of academic programs. This management domain typically involves planning, organizing, directing, and controlling educational activities to achieve institutional goals (Mehroliya, 2021).

According to Casanovas (2015), academic management allows the management of curricula, student enrollment, distribution of curricula and assessment. For Juston (2012), academic management deals with the strictness of curriculum, pedagogy, and faculty rules and regulations. They may even do the job of certification, assessment, and requests.

In Africa, the situation mirrors these global trends. In 1982, the leaders of the Ghana College of Commerce successfully managed a substantial conflict by utilizing a combination of negotiation and mediation conflict management styles. Their strategic approach not only resolved the immediate issues but also fostered a more harmonious academic environment, ultimately saving the institution from potential turmoil (Cetin & Hacifazlioglu, 2004).

In African countries, conflicts have been the defining synergies of work in Educational Institutions are not free from conflicts and these have been highly attributed to hierarchical nature of these institutions (Folger and Shubert, 2015). Further, conflicts have been attributed to goal differences among staffs, poor resource allocations weak application of regulations at institutional levels, continued breaching of formal or informal contracts and high struggle of

power, all these have been high conflict sources (Fieldman, 2019). According to Folger and Shubert (2015), conflicts are either constructive or destructive. Constructive conflicts are those conflicts that functional but destructive conflicts are those that are dysfunctional conflict (Akinola & Akinola, 2020).

In East Africa, however, conflict management has proven to be more challenging. In countries like Kenya and Tanzania, unresolved conflicts have led to the closure of schools and a decline in academic performance over a span of three years. Fortunately, recent efforts have shown improvement, indicating a shift towards more effective conflict resolution strategies in the region.

Similarly, Uganda faced significant challenges in the 1990s, akin to its East African counterparts. Institutions such as LIBI College in Gulu experienced a series of severe strikes that resulted in substantial financial losses and poor academic performance over five consecutive years. However, in recent years, there has been a notable reduction in strikes, and academic management has improved, reflecting a growing understanding of the importance of effective conflict management in educational settings (UNICEF, 2024).

Conflicts in Ugandan educational institutions have been highly reported which have negated employee level of satisfaction. Employee satisfaction in Educational Institutions has historically been reported as worse and succumbing performance of these institutions (NOTU, 2012; Webe, 2011). Employee satisfaction and productivity has been very much dependent upon conflict management styles. The individual performance is a function of the ability and willingness of the worker to perform the job (Ngumi, 2013). This willingness is highly dependent on job satisfaction, and a considerable body of research has linked job satisfaction to job performance.

1.1.2 Theoretical Background

This study adopted the Thomas managerial styles theory developed in 1976 (Miller, 2006). It is the most suitable for the study because of the different styles that can be used by administrators on lecturers' job satisfaction. These styles vary according to degrees of cooperativeness and assertiveness no matter their legitimate interests and relationships. They argue that people have typically preferred conflict management style. The postulations of this theory hold that there are five conflict management styles that would fall at various points on the managerial grid. The Thomas-Killman Instrument begins with two primary orientations towards conflict management, assertiveness (self) and cooperativeness (others). He assumes that these conflict management styles are as a result of a specific conflict situation.

Miller (2006) argues that the proponent of the theory asserted that if there is a lot of concern for self, there is no likelihood to concern for others and this can lead to use of force. Njiro (2011) says that forcing involves persuasive arguments, threats. While low concern for others and self-results in avoiding the important issues of the organization. High concern for others and self-led to agreements toward solving a problem. The theory gave guidance on the influence of conflict management styles on effectiveness of Educational Institutions in Green Hill Academy Secondary School. Green Hill Academy Secondary School is a social entity that has different administrators and lecturers. The study endeavored to examine the conflict management styles used by the administrators and how does each influence the effectiveness of Educational Institutions.

1.1.3 Conceptual Background

From the conceptual standpoint, conflict management styles serve as the foundational (independent) variables influencing the effectiveness of academic management within educational institutions(Thomas and Kalman, 2014). These styles collaborative, confrontational, and accommodative are mechanisms through which conflicts are addressed and resolved. The accommodative style, in particular, involves prioritizing others' needs and sometimes passive or yielding behaviors that facilitate harmony and maintain relationships, which can influence various aspects of academic management, such as communication effectiveness and stakeholder cooperation. Although it is not a direct component of academic management, its role as a conflict resolution approach makes it a significant moderator in fostering an environment conducive to effective academic operations.

The dependent variable, academic management, encompasses core functions directly related to the administration of educational activities, including curriculum implementation, instructional quality, resource management, teacher performance, student discipline, and overall school performance. Constructs such as lesson planning, syllabus coverage, resource allocation, staff supervision, and academic policy enforcement are directly linked to the effective delivery of educational programs and thus are more precisely aligned with the core concept of academic management.

According to Thomas and Kalman (2014), Conflict management styles and effectiveness of Educational Institutions. Conflict management styles refers to putting in place mechanism that can alleviate all negative possibilities of conflicts and increase positive possibilities of conflicts to an extent where the level is greater than before the conflict took place. In this study, conflict

management styles will be conceptualised to mean Collaborative bargaining, accommodative and confrontation conflict management styles. Collaborative bargaining refers to a style used by administrators who solve a conflict with the best settlement terms for both parties. (Yuan, 2007) The accommodation conflict management style, refers to giving the opposing side what it wants (Kombo & Tromp, 2010), whilst, the confrontation conflict management style refers to one party placing their desires above those of all others involved in the conflict (Okumbe, 2011).

Educational management is defined as the administration of the educational system with the assistance of professionals and material resources. Its goal is to supervise, plan, strategize, and implement structures in order to carry out an education system. It should be noted that educational management is not limited to schools; rather, it encompasses all types of institutions, including higher education institutes, public schools, and private schools (Enock, 2012).

On the other hand, Poole and Stutman (2009) noted that school effectiveness can be defined to the extent that an educational organization as a social system with certain resources can fulfil its objectives without the abnormal use of its processes and resources and without putting inappropriate pressure on members of its organization.

According to Annette (2013), an educational institution refers to any organization, establishment, or facility that provides structured learning opportunities and engages in educational activities with the purpose of imparting knowledge, skills, and values. These institutions can vary widely in their functions, size, and scope, depending on the level of education they offer (from preschool to higher education), the population they serve, and the cultural or societal context in which they operate. Educational institutions are central to the development of individuals and societies, contributing to intellectual, social, and economic advancement.

1.1.4 Contextual Background

Green Hill Academy Secondary School, based in Kampala, Uganda, is known for a strong emphasis on academic excellence, holistic education, and a wide range of extracurricular activities. This secondary section is an extension of Green Hill Academy, initially known for its primary section, and has grown into a respected institution focusing on both academics and character development.

Informally, Green Hill Academy Secondary School has been faced with numerous conflicts which are not based on any systematic organizational problem but results directly from a source of grievance and supposedly is wholly expressive in nature. In this connection, the underlying sources cannot be openly seen, but can be inferred from unconscious forms of protest, sabotage, unruly behavior and poor work-attitudes by employees in Green Hill Academy Secondary School (Kazimoto, 2013). On the other hand, formal conflicts are those that are spread out to the media, which are demonstrated in an organized expression of conflict articulated through workers representatives and non-academic staff (Suleiman & Abubakar, 2022). It is from this basis that Green Hill Academy Secondary School leadership and management react by using different conflict management styles in form of confrontational, accommodative and Collaborative bargaining in an effort to have employee grievances and satisfaction solved and achieved.

Conflict management plays a significant role in enhancing the effectiveness of educational institutions like Green Hill Academy Secondary School. In educational settings, conflicts can arise from various sources: student-teacher relationships, peer interactions, teacher-

administration dynamics, and even parental involvement. How a school addresses these conflicts directly impacts its educational effectiveness.

Despite the fact that a number of conflict management efforts have been employed, conflicts have remained outstanding in Green Hill Academy Secondary School. For instance, according to Green Hill Academy Secondary School Annual Report (2015), since 2011 to 2015, it has had about 8 strikes of academic staff, students and non-academic staff for the last five consecutive years. This is reported as killing employee morale and satisfaction. Since 2011-2015, there are grievances among students regarding delay of examination results, poor supervision, missing marks, poor completion of courses, lecturers' absenteeism, no course outlines, poor assessment of examinations, poor lecturer-student interaction which is an indicator of reduced contentment, enthusiasm and commitment among academic staff in Green Hill Academy Secondary School. In the five year period from 2010-2015, Green Hill Academy Secondary School registered 18 academic staff leaving the university (Kiseesi, 2011). This is attributed to conflict management styles employed by management. From this background this study attempted to find out the correlation between conflict management styles and effectiveness of Educational Institutions in Green Hill Academy Secondary School.

1.2 Statement of the problem

Despite the presence of various conflict management strategies such as mediation, counseling, and disciplinary measures at Green Hill Academy Secondary School, conflicts continue to persist, adversely affecting staff morale, student discipline, and overall academic performance. This ongoing prevalence of unresolved conflicts suggests that the current conflict management approaches may not be fully effective or appropriately tailored to the school's unique environment. Furthermore, there is limited empirical evidence on how these conflict

management styles directly influence academic management outcomes within this specific educational context.

The existing literature often overlooks the perceptions of different stakeholders, such as teachers, students, and parents, regarding the effectiveness of these strategies. This gap highlights the need to critically evaluate the actual impact of conflict management styles employed in the school and their relationship with academic management. The current study aims to address this gap by examining the effectiveness of existing conflict management strategies at Green Hill Academy and exploring how various conflict management styles influence academic outcomes, ultimately providing data-driven recommendations for enhancing conflict resolution practices in the school setting. It is on this basis that the researcher seeks to examine the relationship between conflict management styles and their effect on academic management in educational institutions.

1.3 Purpose of the Study

The purpose of the study is to establish the effect of conflict management styles and academic management in educational institutions, focusing on accommodative Conflict Management Style; a case study of green hill academy secondary school.

1.4 Specific objectives of the study

The study was guided by the following specific objectives;

- i. To assess the effect of Accommodative Conflict Management Style on Administrative Management at Green Hill Academy Secondary School.
- ii. To examine the effect of accommodative conflict management style on employee/personnel Management at Green Hill Academy Secondary School.

- iii. To establish the effect of accommodative conflict management style on Stakeholders' Management at Green Hill Academy Secondary School.

1.5 Research Questions

The following research questions guided the study;

- i. What is the effect of Accommodative Conflict Management Style on Administrative Management at Green Hill Academy Secondary School.
- ii. What is the effect of accommodative conflict management style on personnel Management at Green Hill Academy Secondary School.
- iii. What is the effect of accommodative conflict management style on Stakeholders' Management at Green Hill Academy Secondary School.

1.6 Conceptual Framework

The conceptual framework diagrammatically presents the main variables and their dimensions.

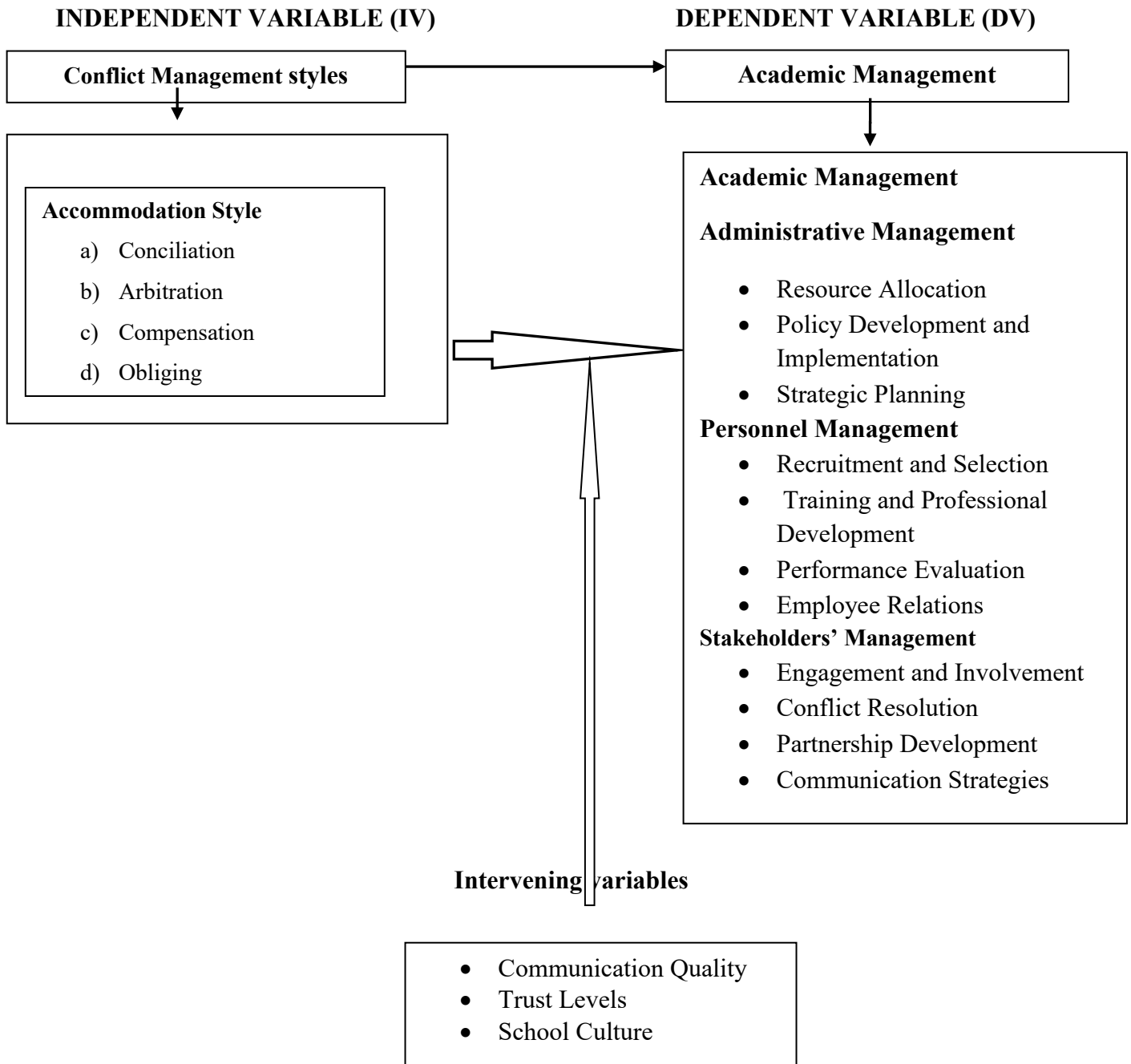


Figure 1.1: The Conceptual Framework above shows the relationship between conflict management styles and effectiveness of Educational Institutions.

Source: Adopted and modified from Clark and Clarke (2000)

The conceptual framework indicates that how conflicts are managed in an educational institution through varying styles will directly affect the institution's overall effectiveness. The relationship between the IV and DV suggests that adopting certain conflict management styles can either enhance or hinder the institution's success in areas like academic performance, staff morale, and operational efficiency. Therefore, understanding and utilizing the right conflict management strategies is crucial for achieving better outcomes within educational environments.

1.7 Justification for the Study

The justification for this study lies in the ongoing challenges of conflict management at Green Hill Academy Secondary, where persistent conflicts have significantly impacted the effectiveness of academic management and overall school performance. Despite efforts to address these issues, the existing conflict management strategies have proven inadequate, leading to reduced teacher morale, lower student engagement, and a less productive academic environment. This research is essential as it aims to explore the relationship between different conflict management styles such as collaborative, competitive, accommodating, avoiding, and compromising and their effects on key aspects of academic management, including curriculum delivery, teacher performance, and student outcomes. By addressing the gap in existing literature and focusing specifically on the context of Green Hill Academy, this study provided evidence-based recommendations for improving conflict resolution practices within the school. Ultimately, the findings of this research contributed to fostering a more harmonious and productive

environment, enhancing both academic performance and institutional effectiveness at Green Hill Academy Secondary.

1.8 Significance of the study

The findings of this study may provide valuable insights for school administrators and policymakers. By evaluating the effectiveness of current conflict management strategies at Green Hill Academy Secondary School, the research may offer evidence-based recommendations that can be used to develop more robust policies and practices. This may help in fostering a more harmonious school environment, which is essential for the holistic development of students and staff.

This study may shed light on the roles and perceptions of these groups in the conflict resolution process. Understanding their perspectives and involvement can help in developing strategies that are more inclusive and effective, ensuring that all parties contribute positively to the resolution of conflicts.

This study may add to the existing literature by providing a detailed analysis of the conflict management strategies at Green Hill Academy Secondary School. It may serve as a reference for future research, offering insights and methodologies that can be applied to similar studies in different contexts.

The study helped to identify best practices in conflict management that can help in building a positive and supportive school culture. A school environment that effectively manages conflicts is likely to promote respect, collaboration, and mutual understanding among students and staff.

This can lead to a more cohesive community where individuals feel valued and are motivated to contribute positively.

The study's insights can be used to design professional development programs for teachers and administrators, equipping them with the skills and knowledge needed to handle conflicts effectively. By enhancing their conflict resolution capabilities, the study can contribute to the professional growth of school staff and improve the overall management of the institution.

Although Green Hill Academy Secondary School has implemented various conflict management strategies, there is limited research on their effectiveness. This study provided an in-depth analysis of the current approaches, identifying their strengths and weaknesses. Understanding how well these strategies are working is crucial for ensuring that the school's efforts are yielding the desired outcomes.

1.9 Scope of the study

In this section, the study explains the content, geographical and time scope as indicated below;

1.9.1 Content Scope

The investigation was limited to establishing the correlation between conflict management styles and academic management focusing on Accommodative Management Style in educational institutions and it specifically looked at the relationship between collaborative conflict management style and Academic Management, the relationship between accommodative conflict management style and Academic Management and the relationship between confrontation conflict management style and academic Management at Green Hill Academy Secondary School

1.9.2 Geographical Scope

The research was limited to Green Hill Academy Secondary School. Green Hill Academy Secondary School is located in Kawempe Division, within Kampala District, Uganda, positioned at approximately 0.3500° N, 32.5670° E. Kawempe Division, situated to the north of Kampala's city center, borders several key areas: to the south, it adjoins Central Division, the commercial and administrative heart of the city; to the east, it borders Nakawa Division with its business districts; to the west, it is adjacent to Lubaga Division, known for its residential areas and cultural significance; and to the north, it borders Wakiso District, a large peri-urban area.

1.9.3 Time Scope

The study was undertaken between the years 2014 and 2025 because this is the period when conflicts in Green Hill Academy Secondary School are highly reported (Green Hill Academy Secondary School Annual Report, 2013).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section of the study presents literature relevant to the study. The literature review was limited under the following subsections, theoretical framework, Collaborative bargaining, accommodative and confrontation conflict management styles and Educational Institutions. It put into consideration other writers' views and other opinions related to styles of conflict management and their relationship with effectiveness of Educational Institutions. The purpose of the literature review was to identify any gap that the study could fill, concepts it could explore, the literature was reviewed using articles, newspapers, magazines, journals, dissertations, theses and internet. The review was done in accordance with the study objectives;

2.2 Theoretical Review

The theoretical framework was derived from the Thomas theory of analyzing conflict styles developed in 1976 (Miller, 2016). This theory was selected on the premise that administrators in all forms of organizations be it institutions of learning, factories or government, use different ways of solving and managing conflicts in the order to have their employees perform well or get satisfied with the work they are doing. The different modes of solving conflicts selected and used by administrators must always depict cooperation and legitimacy (Miller, 2006). In all forms of organizations, leaders tend to have a particular conflict management style they feel free to use and it is always pertinent that it tends to solve the problems of employees in that organization.

Rahim (2012) argues that the proponent of the theory asserted that the higher concern of self-distract the concern for others and this leads to usage of force. Suleiman & Abubakar (2022)

noted that forcing involves persuasive arguments and threats. While low concern for others and self-results in avoiding the important issues of the organization. He further noted that, high concern for others and self-led to agreements toward solving a problem. In the case of this study, it was quite clear that performance of employees was assumed to largely depend on the adoption of conflict management styles that could favorably lead to employee satisfaction. This exactly linked to the views of Annette (2013) who had earlier on indicated that styles of conflict management which were directly linked to effectiveness of Educational Institutions. This is the assumption under which this study was built.

Njoroge & Nduati (2022) agreed with the theory's postulations which stated that different conflicts can be managed using different strategies but Educational Institutions would advantage a lot of people when group and individual leadership differences could be managed through collaboration and integration of solving problems which ensure mutually beneficial outcomes. Similarly, Njoroge & Nduati (2022) agreed by stating that administrators applied all the conflict management styles in solving problems in the school. Cherono (2017) carried out an investigation on conflict management styles and their effect on teacher performance. The findings indicated that the use of the different conflict management styles relies on the situation. However the use of appropriate styles of managing conflicts lead to co-operation among the teachers, improved understanding and reduced stress which geared good performance. The use of destructive conflict management styles lead to increase of differences thus resulting to poor performance. Njoroge & Nduati (2022) studied conflict management styles used by principals and their effects on school organization climate. In her comments, she noted that conflict is a condition where individuals disagree in opinions. This study was based on the four styles of

conflict management cropping from this theory as most preferred and widely used by principals in different schools while avoiding was the least used. The study was taken to provide an understanding on how principals' conflict management styles affected school organizational climate. This study confirmed Thomas' assumption that people have preferred conflict management style hence making the theory appropriate for the study. Liu, et al, (2020) also studied the secondary schoolteacher's conflict management styles and their effect on maintenance of students' disciplines. Similarly, Mugisha & Nuwagaba (2021)'s study showed that the head-teachers employed a number of conflict management styles with the most employing collaboration as a major conflict management style among others. These consonants with the Thomas's theory that guided this study. The theory asserted that people have typically preferred conflict management styles.

The theory will give guidance on the learning institutions head's styles of conflict management on effectiveness of Educational Institutions in Green Hill Academy Secondary School. Green Hill Academy Secondary School is a social entity that has different administrators and teachers'. The study will endeavor to examine what conflict management styles were used by the administrators and how each influenced effectiveness of Educational Institutions.

2.3 Collaborative conflict management style and Administrative Management in Educational Institutions

According to Mugisha & Nuwagaba (2021), the process of collaborative bargaining starts as a claim from trade unions which is then responded to by the management of the organization with a counter offer. The moment the management gives it a priority, then negotiations commence. Cole (2012) additionally explains that in certain situations, negotiations take a short time and

conflicts are settled as easily as possible. Here, usually, the agreed terms and settlement conditions are made public, and then implemented and monitored by the chosen committee. Mugisha & Nuwagaba (2021) shows that amidst negotiations, each party is allowed to present its objectives or end goal it expects. Then their relative strengths in bargaining are presented plus presenting the tactics to be employed by either party to achieve results they take as optimum (Rahim, 2012). Nevzart (2017) therefore asserts that if this whole process of Accomodativeis adhered too, it can help in achieving satisfaction on both sides but mostly, on the side of the aggrieved and this is what generates effectiveness of Educational Institutions.

Trif (2015) further illustrates that since Accomodativeis usually conducted between top management and trade union officials who represent the company, it is believed that the views of employees that are not satisfied are presented and thoroughly discussed to meet their demands and the outcome is very much thought to be positive and can induce employees' level of commitment. Liu & Zhang (2020) further add that since there is faith for both parties in who represents them in their teams, the outcomes are always comforting on either side. For instance, he gave the example of university lecturers in Namibia who were demonstrating over the wage policy. These were put on a round table and their issues were presented. After negotiations, these lecturers went back to work without any money being added or improving the wage policy but the head of their teams was convinced without being bribed. Therefore, Gomez et al. (2021) concluded that Accomodativeis a tool for ensuring contentment among employees. This is in line with Thomas's theory that asserts that cooperative conflict management styles yield more positive results than assertiveness. Hence making the Thomas's theory appropriate for the study. In another related observation, Liu & Zhang (2020) asserts that the negotiation process in Accomodative cannot happen in a vacuum. It is rather something that takes belief from both

sides and at the end of the day, workable solutions are derived. Such workable solutions are the basis of realizing employee satisfaction since their needs are met. For management, they consider Accomodative as a mechanism of achieving corporate objectives and by achieving organizational or corporate objectives, it becomes very easy to achieve the overall goal of company Khan & Khan (2021). However some scholars pointed out gaps in the Accomodative conflict management style.

Mulusa (2015) on the contrary to the above assertions indicates that when Accomodative is used and issues are settled between top management and the teams representing trade unions, but, they do not go ahead to genuinely explain or bring feedback to the aggrieved party, as a whole, this affects their level of satisfaction. Juma, & Muli (2020) has many examples on cases when Accomodative has been used but the aggrieved end up not being satisfied or believing what has come out from the negotiations. In the end this affects effectiveness of Educational Institutions since their level of contentment is not met. Juma & Muli (2020) confirms this by indicating that when employers are forced to enter into meaningful bargaining, the end result is always negative. They may pretend to have obliged to the negotiations and even accept the terms but when they go into practice, they create tough policies that chase some employees out. This makes the remaining employees dissatisfied and uncommitted to perform. This whole situation is what this study endeavored to examine in Green Hill Academy Secondary School. It assessed whether Accomodative has been an important conflict management strategy in ensuring effectiveness of Educational Institutions.

2.4 Accommodative conflict management style and Personnel Management in Educational Institutions

Managing conflicts through accommodation requires minimization and suppression of differences that are real but focusing on views of other situations. Any leader in an organization who chooses to use accommodation as his/her style of managing conflicts should be more concerned about prioritizing the needs of other people other than his own self-interests (Hassan, & Ali, 2021). It is crucial that the conflict is managed even when it is won on the other party's side. The issue is always to manage the conflict through (Hassan & Ali, 2021). Ibrahim & Abubakar, (2022). also adds that this provides satisfaction among employees than wishing to mind your own interests and leave them dissatisfied.

Abubakar (2022) further argues that a leader who chooses to use accommodation as his/her style of resolving conflicts just aims at smoothing over things. This means that he/she will endeavor to front the interests of impartiality or minding less the differences he/she has with the other party to make sure that harmony is achieved because harmony brings satisfaction the at workplace. He adds that usage of accommodation leads to a loose but still the best relationship at a workplace among parties. Fadli & Rahman (2021) intervenes by saying that new relationships are achieved because there is reassurance of support of each other's views and solves the problem deeper into its roots than any other style.

Fadli & Rahman (2021) further asserts that managing conflict is not an easy business. It is a challenge because of the different factors that shape human development. Institutional heads will sometimes tend to use different conflict management styles, for example compromise, collaborate, avoid, compete, and accommodate to develop solutions. According to Gonzalez & Martinez (2020), people must know the problems that are stressing employees and finally make

sound and thorough decisions. Gonzalez & Martinez (2020) agrees with Enoch's postulations which states that different conflicts can be managed using accommodating conflict management styles but colleges tend to achieve much especially when the differences between group and individuals are solved while using collaboration approaches because they lead to mutual considerations and understanding.

Similarly, Davis & Smith (2020) observes that a relationship exists between the performance of Kenya Certificate of Secondary Education and the accommodative styles of managing conflicts. In addition, he noted that most head teachers use accommodative management style to solve conflicts. Davis & Smith (2020) carried out an analysis on conflict management styles and their effect on teacher performance. The findings showed that usage of different mechanisms to manage conflicts was based on situations as they appeared. However, the use of appropriate conflict management styles lead to co-operation among the teachers, improved understanding and reduced stress which geared good performance. The use of destructive conflict management styles lead to increase of differences thus results to poor performance. This is in line with Thomas 'theory that asserts that cooperative conflict management styles yield positive results and assertive conflict management styles lead to destructive results.

Eze & Nwankwo (2022) studied the accommodating conflict management styles which were used by the principals and their effects on the school organizational climate. In her comments, she noted that conflict is a condition where individuals disagree in opinions. The study findings showed that the four types of conflict management styles were the most preferred and widely used by the principals in different schools while avoiding was the least used. The study was taken to provide an understanding on how the principals' conflict management styles affected school organizational climate. Nwankwo (2022) also studied the influence of head teacher's style

of managing conflicts at secondary school level on the maintenance of the student's disciplines. The findings showed that 96.2 percent of the respondents used collaboration in handling conflict situations. The study further revealed that among the styles used by the head teachers were accommodation and compromise. Similarly, Cheng & Zhang (2021)'s study shows that the head teachers employed a number of accommodating conflict management styles with the most employing collaboration as the major conflict management style among others. In addition, the findings indicated that the main source of conflict was scarcity of resources and lack of defined roles.

The accommodating conflict management style as Khan & Khan (2021) indicated is that where everyone involved in the conflict is expected to compromise or relinquish something. It is where the solution, at least partially, satisfies everyone. This is of particular concern in situations where the head teacher and teachers in the institution are ready to accept compromise and resolve conflict by changing their behavior. In accommodating conflict management style also, there is high concern for oneself and low concern for others. The investigation has been identified with win-lose orientation or coercion behavior to win one's position. The style relies also on the use of position power, persistence, assertiveness, and verbal dominance. This style is extreme and perverse (Suleiman & Abubakar, 2022). Within the interpersonal concept, the dominating (competing/distributive) style has been associated with low levels of effectiveness and appropriateness. Nonetheless, Khan & Khan (2021) suggested that managing conflict while using the accommodating style tends to be effective only when dealing with organizational contexts than at individual levels.

As such, many leaders tend to employ many power mechanisms and aggressive measures to accomplish their goals effectively, despite the fact that such strategies tend to look inappropriate

at interactional level. Ali & Ali (2021) look at the style of accommodation as just a way of increasing responses to conflicts that emerge because it allows accommodating complainant's needs without minding so much about the leader's needs. Therefore, this style is described as an effective tool though not appropriate in most cases. In the style of accommodation, there is usually limited concern to self. This style calls for withdrawing, passing-back as it is in football or seek to step aside if the matter leads to achievement of the organizational objectives and leads to solving of organizational conflict. According to Wafford (2011), the accommodation style is more useful when dealing with trivial issues than with bigger organizational conflicts.

2.5 Accomodative conflict management style and and Stakeholders' Management in Educational Institutions

According to Oetzel and Terry (2015), the accommodative conflict management style plays a crucial role in fostering effective stakeholders' management in educational institutions. This approach emphasizes prioritizing the needs and concerns of others over one's own interests, which is particularly beneficial in environments where diverse stakeholders interact, including students, parents, teachers, and administrators. By utilizing an accommodative style, educational leaders can create a culture of collaboration and mutual respect, which is essential for resolving conflicts and enhancing stakeholder engagement(Creswell, 1998).

Suleiman & Abubakar (2022) noted that one of the key benefits of the accommodative conflict management style is its ability to promote harmony and swift resolutions among stakeholders. In educational settings, conflicts may arise due to differing opinions about curriculum decisions, resource allocation, or school policies. By accommodating the needs of stakeholders, such as addressing parental concerns or incorporating teacher feedback, school administrators can

alleviate tensions and build trust. This is vital in maintaining positive relationships, as stakeholders feel their voices are heard and valued. For instance, when a school has to implement a new policy, involving teachers' perspectives through accommodation can lead to a smoother transition and increased buy-in, ultimately enhancing the overall educational environment.

According to Mokhber & Khosravi (2021), the accommodative style helps in building long-term relationships with stakeholders. When educational leaders prioritize stakeholders' needs, it fosters an atmosphere of goodwill and collaboration. This willingness to compromise can lead to stronger partnerships between the school and the community, with stakeholders more likely to engage in school activities and initiatives when they feel respected and acknowledged. For example, when schools accommodate feedback from parents regarding extracurricular programs, they may see higher participation rates, as parents feel their input is valued, leading to increased community involvement(Christopher & Deus, 2000).

Additionally, Yuan (2010) noted that the use of accommodation can mitigate potential conflicts before they escalate. In educational institutions, where educators and parents may have differing views on student performance or discipline, a leader employing an accommodative style can navigate these disputes by focusing on common goals such as the students' well-being and academic success. This proactive approach not only prevents the intensification of conflicts but also contributes to a more constructive dialogue among all stakeholders. When disputes are addressed through accommodation, it encourages open communication and collaboration, thereby reinforcing stakeholders' commitment to the institution's vision and mission(Adewole, &Adebola, 2010).

However, while the accommodative style has its advantages, it is essential for educational leaders to strike a balance. Over-accommodation can lead to situations where the needs of the institution are overlooked, resulting in dissatisfaction among administration members or educators. Leaders must therefore allocate resources wisely and ensure that accommodating stakeholders does not compromise the institution's goals. They need to be mindful of finding a middle ground that fosters mutual respect while still aligning with the institution's broader objectives (Ogunyemi, 2020).

2.6 Research Gap is a must

While numerous studies have explored conflict management styles in various organizational settings, there is a notable absence of research that focuses on how these styles function within the unique context of secondary education. Educational institutions have distinct dynamics, cultures, and stakeholder relationships that may influence the effectiveness of conflict management strategies. This gap highlights the need for research that examines how specific conflict management styles such as collaborative, competitive, accommodating, avoiding, and compromising are perceived and enacted in secondary schools, and how these perceptions affect their effectiveness in resolving conflicts.

The existing literature often fails to establish a direct link between conflict management styles and measurable academic outcomes, such as student engagement, teacher performance, and overall school effectiveness. This research will therefore will develop targeted interventions that can enhance both conflict resolution and academic performance.

Further, the roles and perceptions of various stakeholders teachers, administrators, students, and parents in the conflict resolution process are often underexplored. Research has primarily

focused on the conflict management styles employed by school leaders without adequately considering how these styles are perceived by other stakeholders and how their involvement (or lack thereof) influences the outcomes of conflict resolution efforts. This gap suggests a need for qualitative studies that capture the voices and experiences of all parties involved in conflicts within educational settings.

2.6. Summary of literature review

It should be noted that throughout the literature presented, the researcher dwelt much on studying numerous human resource related conflicts that happen in workplaces to understand whether they have had a relationship with effectiveness of Educational Institutions. In this case, effectiveness of Educational Institutions acted as the problem or DV and conflict management as the DV. The research of Cherono (2007), Munene (2010), Enock (2002), Njiro (2011) and Kasivu (2011) generated five conflict management styles and how they could be employed in managing different conflicts. The above studies discussed different uses of conflict management styles in other areas. This study focused on the influence of styles of conflict management on effectiveness of Educational Institutions in Green Hill Academy Secondary School. Therefore, there was an information gap that this study aimed to fill. This knowledge was of great importance to the administrators and employees. They were able to understand the different conflict management styles (Collaborative bargaining, accommodative and confrontation conflict management styles) and their influence on employee job-satisfaction. The researcher advocates insufficient investigations have been made on conflict management styles used in leaning institutions settings.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Research methodology refers to the detailed procedure to be followed to realize the research objectives. This chapter describes how the study was conducted; focusing on the research design and approaches that was adopted, study area, target population, sampled population, size and selection. The chapter presents the research design, study population, sample size, sampling strategies, data collection methods and instruments, data quality control, procedure for data collection, data analysis, measurements of variables and ethical considerations.

3.1 Research Design

McCombes (2019) defines a research design as a framework for planning research and answering research questions. A cross-sectional survey design was adopted because Tashakkori & Teddlie (2010) recommend it for a study that can be blended with qualitative and quantitative data collection methods, correlation and descriptive approaches. This kind of design was also relatively quick and easy to conduct because no long periods of follow-up are required and data on all variables was collected in the given time without any postponements. The cross sectional data was made up of events that are taking place at a time of this study.

This design was designed in a way that it would allow a more extended study to be done in future on the same topic but using a different case not Green Hill Academy secondary school. This approach took on quantitative and qualitative approaches when sampling, collection of data, and data analysis and quality control of the study.

3.2 Study area

The study was conducted at Green Hill Academy Secondary school. Green Hill Academy Secondary School is located in Kampala, the capital city of Uganda. It is situated in Kampala Central Division which is known for its educational and religious institutions. Green Hill Academy Secondary School and it is a large and prominent school, typically accommodating a significant student population. The school also employs a substantial number of teaching and non-teaching staff to manage its operations and provide quality education and support to the students. The school's location in an urban setting with a diverse student population makes it an interesting case for studying conflict management in educational institutions.

3.3 Study Population

The study population consisted of 93 respondents (Green Hill Academy secondary school Human Resource Records, 2014). These consisted of Head teacher, Principals, PTA members, teachers, students and non-teaching staff. The head teacher was selected because of this responsibility of seeing that staff has a conducive working environment. Administrative members have the responsibility of overseeing the working environment of staff. The Teachers were chosen since they have the immediate responsibility to check on the performance of staff and whether they have any challenges. The teachers participated because of their direct role in this study since they are the very people whose performance and effectiveness was measured in relation to the challenges. Teachers were selected because they are directly involved in the delivery of education and are frontline stakeholders experiencing and managing conflicts within the school. A sample of 20 teachers allows for a broad understanding of how conflict management styles influence classroom and school-wide academic management, Students were

selected because they are the primary beneficiaries of educational activities, and their experiences and perceptions of conflict management significantly reflect the school's environment and academic climate. The 15 students' responses provide insights into how conflicts affect learning and school discipline. Non-teaching staff, such as administrative personnel, support staff, and other operational members, contribute to the smooth running of the school and may have unique insights into conflict issues that influence academic management. Including 15 non-teaching staff ensures the collection of diverse operational perspectives.

3.4 Determination of Sample Size

The research population for this study was determined using Krejcie and Morgan sampling method because it simplifies the process of determining the sample size for a predictable population (Krejcie & Morgan 1970) as in the table beneath.

Table showing Population, sample and sampling technique.

Population Category	Total population	Sample size	Sampling technique
Head teacher	1	1	Purposive sampling
PTA members	50	24	Total population sampling
Teachers	22	20	Stratified sampling
Students	18	15	Simple random sampling
Non-teaching staff	20	15	Stratified sampling
Total	93	75	As sampled above

Source: *Source: Green Hill Academy Human Resource Records (2022)*

3.5 Sampling Techniques

Probabilistic and non-probabilistic sampling techniques were used in the study. The study used random sampling technique as the probability sampling technique in selecting teachers and non-teaching staff. Each category equally represented in the study basing on the sample size. This technique was preferred since staff category is large enough and as such, it called for this sampling technique to allow equal representation to minimize sampling bias (Kothari, 2004).

The purposive sampling as a non-probability sampling technique was used in selecting Head teacher and PTA members. These were preferred because they are expected to give the required information and experiences relevant to the research problem. Thus, they were targeted since they would be informative to the study (Sekaran, 2003). It should be noted that purposive sampling refers to selection of respondents basing on their level of knowledge they have towards the study. This design is very much preferred when the list of people to be interviewed is accessible and the researcher is aware of their knowledge as far as the study topic and questions are concerned.

3.6 Methods of Data Collection

This section explains the methods that were used in collecting data and these included; surveying, interviewing and documentary review.

3.6.1 Survey Questionnaire

The study used survey questionnaires in collecting data from the teachers and non-academic staff members. The method was preferred since it offers study respondents a chance of giving answers to the researcher at their own convenience (Amin, 2005). The survey method was thought to be appropriate for large samples since they are hardly accessible using other methods of data

collection and this was appropriate to academic and non-academic staff members at Green Hill Academy Secondary school.

3.6.2 Key informant interview

The Head teacher, PTA members were interviewed. A semi structured interview guide was used for these key informants. (Sekaran, 2003). The interview method was selected because it provided deeper information on the study dimensions and relationships. The interview method was further preferred since it helped the researcher to fully understand the expressions of the respondents (Mugenda and Mugenda, 2003) than survey questionnaires.

3.7 Data Collection Instruments

This section explains the methods that was used in collecting data and these included; questionnaire, interview guide and documentary review checklist.

3.7.1 Questionnaire

The survey questionnaires were used in the collection of data from academic and non-academic staff of Green Hill Academy Secondary school. 60 questionnaires were randomly distributed to teachers and non-academic staff members. The semi-structured questionnaire was used as depicted. Open and close ended questions were used in collecting data from questionnaire respondents (Amin, 2005). The Likert scale was preferred ranging from strongly disagree to strongly agree in measuring the independent variable (conflict management) and the dependent variable (institutional effectiveness).

3.7.2 Interview Guide

A semi-structured interview guide was prepared and used in conducting interviews with the executives, Head teacher and PTA members at Green Hill Academy Secondary school. The interview guide was solely given to all interviewees. This has both open and close ended questions that allowed respondents to express their views.

3.8 Quality control

This section explains the validity and reliability of the instruments used in collecting data in this study.

3.8.1 Validity

Validity refers to the ability of an instrument to be used in the study to measure what was expected to measure. Validity can be both internal and external validity. The researcher ensured the validity of the instruments by using expert judgments of supervisors. These were requested to assess the relevancy of the questionnaires before they were used in the real study. These were also requested to rate the questions they found relevant and those that were not. After that, validity of the tools were measured by using the Content Validity Index formula as showed below;

$$CVI = \frac{\text{No. of items rated relevant}}{\text{Total no. of items}}$$

The CVI was 0.9, meaning that it was valid. As recommended by Amin (2005), In order for the instrument to be valid, the C.V.I should be at least 0.7

3.8.2 Reliability

Reliability refers to ability of the instruments used at collecting data to be consistent to measure a certain variable for a number of times and gives the same answers over time. On the side of reliability, two pilot studies were undertaken in an interval of a month. These were conducted in Makerere Secondary School. This was selected because it offers the same environmental conditions like Green Hill Academy Secondary Schools. The first test was carried out with 15 academic and non-academic staff and after a month, the second test was also be conducted. To establish the Cronbach's Alpha Reliability Coefficient (CARC), SPSS was used to compare the two tests. The reliability coefficient for the study was 0.721, meaning that the tool was reliable as suggested by Sekaran (2003) who puts the threshold at 0.6.

3.9 Procedure of Data Collection

The researcher got a letter from Uganda Christian University introducing her to the Green Hill Academy Secondary School and specifying that the data to be collected was solely for study purposes. Upon obtaining the requisite permission, the researcher proceeded with data collection starting with giving out questionnaires to the Green Hill Academy Secondary School teachers and non-academic staff. After that interviews were conducted with the Head teachers and PTA members and then the review of documents in Green Hill Academy Secondary Schools, reports, new and earlier studies done in this area.

3.10 Data analysis

The analysis of data was done quantitatively and qualitatively.

3.10.1 Quantitative data analysis

This was done using descriptive and inferential statistics that was generated using the Statistical Package for Social Scientists (SPSS). In this case therefore, descriptive statistics included both measures of central tendency and dispersion. On measures of central tendency, the study employed means whilst, on the side of measures of dispersion, the study used frequencies, percentages and standard deviations. For inferential statistics, the study used both correlations and regressions. Correlation analysis was done using Pearson correlations to determine the relationship between two variables. Whilst regression was used to determine the extent to which the two variables are related.

3.10.2 Qualitative data analysis

Qualitative data analysis involved using thematic and content analyses. These were based on how the findings related to the research questions. Content analysis was used to edit qualitative data and reorganize it into meaningful shorter sentences. Thematic analysis was used to organize data into themes and codes were identified (Sekeran, 2003). After data collection, information of same category was assembled together and their similarity with the quantitative data will be created, after which a report was written. Qualitative data was interpreted by composing explanations or descriptions from the information. The qualitative data was illustrated and substantiated by quotation or descriptions.

3.11 Measurement of Variables

Variables were measured using three scales of analysis, that is; nominal, ordinal analysis and Likert scales analysis. When the questionnaire was being developed, the nominal scale measured

those variables to do with names including sex and marital status of respondents. For the ordinal scale, this was used to assess age, the respondent's level of education and the period respondents have been in Green Hill Academy Secondary Schools. The Likert scale was used to measure conflict management styles and the employee job satisfaction and these included (1-Strongly Disagree, 2-Disagree, 3-Not Sure, 4-Agree and 5-Strongly Agree).

3.12 Ethical considerations

The study ensured that respondents were given a voluntary participation ethic. This meant that respondents participated in the study on their own freewill without being forced.

Further on privacy, the respondents' identity remained anonymous and they were not put on pressure as what they should or not say (Mugenda & Mugenda, 2003). They were also assured that the information they were going to share would be used for academic purposes only (Amin, 2005).

The researcher also ensured that the respondents were not asked difficult or ambiguous questions. This helped them to easily understand the questions and give the relevant answers as required by the researcher.

The researcher further ensured that the questionnaire design had a neutral language, English that all respondents understood so they could provide relevant and well informed data as required by the researcher.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

The fourth chapter presents analyses and interprets results obtained from the conflict management and academic management in educational institutions. First the respondents' background information is obtained and explained using descriptive statistics. Then an explanation of the conflict management is given in comparison with the extent to which different forms of conflict management influences academic management in educational institutions. The corresponding hypotheses tested in this study, are explored, using tests of significance, Pearson Correlation coefficients and their meanings drawn in line with the research objectives. In addition are qualitative results from interviews and documents reviewed. Statements describing the three research objectives were also presented and interpreted.

4.2 Response rate

Response rate is defined as the proportion of individuals selected in a sample who are eligible and ultimately participate in the survey.

The response rate findings are presented in table 2 below;

Table 4.1: Response rate results

Method	Target response	Actual response	Response rate (%)
Questionnaires	65	60	92%
Interviews	10	10	100%
Total	75	70	93%

Source: Primary data

From Table 4.1 above, out of a total of 65 questionnaires that were administered 60 were returned completed making a response rate of 92%. Accordingly, out of the 10 scheduled interviews, all of them (10) were actually conducted suggesting a response rate of 100%. The overall response rate of the study was 93%. This response rate was deemed adequate since it was over and above 50% recommended by Amin (2005).

4.3 Bio data of respondents

This included the gender, Education and period of service as characteristics. Frequency tables were used to present the answers, analysis of the relationship of the sample demographic characteristics.

4.3.1 Gender of the respondents

The respondents were requested to indicate their gender purposely to ascertain the gender composition of the staff of Green Hill Academy who responded to the study, responses were presented in the table of results below.

Table 4.2: Gender of respondents

Gender of respondents	Frequency (n)	Percent (%)
Male	47	67
Female	23	33
Total	70	100

Source: Primary data

Table 4.2 above reveals gender of the respondents who participated in the study. Male respondents represented by 67% (47) thus the majority while 33% (23) represented the female.

Based on the results, it can be suggested that males are probably dealing with Green Hill

Academy more than their female counterparts. This implies there is a slight gender imbalance at Green Hill Academy. Likewise, the gender imbalance at Green Hill Academy does not give female staff a better platform to confidently participate in the critical decision making processes at management level, disadvantaging them to provide detailed information to the researcher thus implying that the views obtained in this study on conflict management and academic management in educational institutions cut across both male and female staff.

4.3.2 Education level of respondents

The presentation and analysis of education levels of respondents were made objectively to determine the component of education level of staff at Green Hill Academy. Respondents in this study possessed key education level as indicated in Table 7 below.

Table 4.3: Respondents by education level

Education level	Frequency	Percent
Master’s degree	12	17
Bachelor’s Degree	36	51
Diploma	12	17
Certificate	06	09
Secondary	04	06
Total	70	100.0

Source: primary data

According to table 4.3, the majority of respondents (51%) held a Bachelor’s Degree, indicating a relatively high level of education among participants. This suggests that most respondents are likely to possess the knowledge and skills necessary to understand and respond meaningfully to the subject matter of the study. Respondents with a Master’s Degree and those with a Diploma each constituted 17%, showing a balanced representation of advanced and mid-level

qualifications. 9% of the respondents had attained a Certificate qualification, while a smaller proportion (6%) had only completed secondary education. This implies that although a few respondents had lower educational attainment, they still provided valuable insights from their level of exposure and experience. The data reflects a well-educated sample population, which enhances the reliability and credibility of the study findings, especially if the research requires critical analysis, professional judgment, or technical input. The dominance of Bachelor’s and Master’s degree holders could imply that the respondents are likely working professionals or individuals in decision-making positions, making their responses valuable for policy and program development.

4.3.3 Period of work at Green Hill Academy.

The participants of this study were requested to indicate the period in years that they had been at Green Hill Academy.

Table 4.4: Period of work at Green Hill Academy

Period of work	Frequency	Percent
1-2 years	10	14
Between 3-4 years	15	21
Between 5-6 years	20	29
7 years and above	25	36
Total	70	100

Source: Primary data

The largest group of respondents (36%) have worked at Green Hill Academy for 7 years or more, indicating a high level of staff retention and institutional loyalty. This group likely possesses deep institutional knowledge and experience. A significant portion of the respondents (29%) reported 5–6 years of service. Combining this with the previous category, 65% of

respondents have served 5 years or more, suggesting strong staff stability and possibly a positive working environment. Respondents with 3–4 years of experience account for 21%, while those with 1–2 years make up the remaining 14%. These figures indicate that the institution also attracts newer staff, contributing to a healthy mix of experience and fresh perspectives. The majority of staff have spent a considerable period at the institution, which may reflect good human resource practices, such as supportive leadership, fair compensation, and opportunities for professional growth.

4.4 Empirical findings on conflict management and academic management in educational institutions.

This section in the study provides descriptive and inferential findings about the study based on the specific objectives namely; To assess the effect of Accommodative Conflict Management Style on Administrative Management, to examine the effect of accommodative conflict management style on personnel Management and to establish the effect of accommodative conflict management style on Stakeholders' Management at Green Hill Academy Secondary School. For purposes of interpretation, SA-strongly agreed, A-agreed responses shall be presented as agreed, N-neutral shall be presented as neutral and D-disagreed and SD-strongly disagreed shall be presented as disagreed. Similarly Mean a score above 3.4 represent agreed opinion, scores in the range of 2.9 to 3.4 represent neutral and mean scores less than 2.5 represent disagreed opinion.

4.5 The effect of accommodative conflict management style on personnel Management at Green Hill Academy Secondary School.

The independent variable of the study was the Conflict Management, in a bid to exhaustively examine the study, the researcher examined how accommodative conflict management style influences personnel Management at Green Hill Academy Secondary School, the findings were as presented in the table below;

Table 4.5: The effect of accommodative conflict management style on personnel Management at Green Hill Academy Secondary School

Statement on the effect of accommodative conflict management style on personnel Management	Percentage Response (%)					Mean	StedDev
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
Accommodating others' perspectives in conflicts helps to maintain peace in the school.	40% (28)	34% (24)	11% (08)	9% (6)	6% (4)	4.4	0.6
I find that the accommodative approach often resolves conflicts quickly but may leave some concerns unaddressed.	34% (24)	40% (28)	13% (9)	7% (5)	6% (4)	3.0	1.1
The accommodative style reduces tension and builds good relationships at Green Hill Academy.	34% (24)	46% (32)	14% (10)	6% (04)	0% (0)	4.6	1.2
Accommodative conflict management leads to a better learning environment for students.	49% (34)	30% (22)	6% (4)	9% (6)	6% (4)	4.1	1.2
I believe that accommodating others' needs can sometimes compromise the quality of decisions made	36% (25)	31% (22)	17% (12)	10% (07)	6% (04)	3.1	0.9
The use of an accommodative style fosters a	63%	37%	0%	0%	0%	4.2	0.5

culture of understanding and support among staff and students.	(44)	(26)	(0)	(0)	(0)		
Accommodative conflict management encourages open communication and feedback in the school	47% (33)	30% (21)	11% (08)	9% (6)	3% (2)	4.0	1.2
Average						3.5	0.9

Source: Primary Data

Table 4.5 above, 74% of respondents believed that accommodating others’ perspectives in conflicts helps maintain peace in the school. Only 15% disagreed or strongly disagreed. This implies that many staff perceive the accommodative style as essential in promoting a peaceful and conducive working environment.

In contrast, when asked whether the accommodative approach resolves conflicts quickly but may leave concerns unaddressed, 34% strongly agreed and 40% agreed, totaling 74% in support of the statement. This suggests that while the accommodative style is valued for swift resolution, there are concerns that it may sacrifice thoroughness and leave important issues unresolved a potential limitation of the approach.

Furthermore, 80% of respondents affirmed that the accommodative style reduces tension and builds good relationships at the school. No respondents strongly disagreed. This reflects the style’s effectiveness in fostering healthy interpersonal relationships, a key component of personnel management.

Regarding the influence on students, 79% of participants reported that accommodative conflict management leads to a better learning environment. This indicates that the school’s internal harmony, facilitated by this conflict style, extends benefits to the learning process by creating a calm and supportive atmosphere.

However, not all outcomes were positive. When asked whether accommodating others' needs compromises the quality of decisions, 67% of respondents agreed or strongly agreed. While staff acknowledge the relational benefits, they also recognize that yielding too much can undermine effective decision-making.

A particularly strong result emerged from the statement that the accommodative style fosters a culture of understanding and support among staff and students, where 100% of respondents either strongly agreed (63%) or agreed (37%). The mean score was 4.2, with an exceptionally low standard deviation of 0.5, indicating near-unanimous agreement. This shows that the style is highly effective in nurturing a collaborative and supportive school culture a vital aspect of organizational cohesion.

Finally, 77% of respondents believed that the accommodative style encourages open communication and feedback within the school. The mean score of 4.0 and a standard deviation of 1.2 indicate a general consensus, though a few outliers expressed disagreement. This suggests that the approach enhances dialogue among staff, although it may not be universally effective for every individual.

4.6 Findings on how accommodative Conflict Management Style influence Administrative Management at Green Hill Academy Secondary School

The table below shows how accommodative Conflict Management Style influence Administrative Management at Green Hill Academy Secondary School.

Table 4.6: How accommodative Conflict Management Style influence Administrative Management at Green Hill Academy Secondary School

Statements on accommodative Conflict Management Style on Administrative Management.	Percentage Response (%)					Mean	Std Dev
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
I believe that Accommodative Conflict Management Style promotes healthy discussions.	33% (23)	40% (28)	17% (12)	9% (06)	1% (01)	3.0	1.1
Accommodative Conflict Management Style helps to resolve conflicts while keeping everyone involved satisfied.	29% (20)	40% (28)	17% (12)	10% (07)	4% (03)	3.0	1.1
Accommodative approach encourages mutual respect among teachers and students.	31% (22)	45% (32)	9% (6)	6% (4)	9% (6)	2.3	1.0
Accommodative Conflict Management Style improves communication and understanding in the school.	29% (20)	44% (31)	11% (8)	10% (7)	6% (4)	3.1	1.2
Accommodative Conflict Management Style leads to better decision-making processes in the school.	37% (26)	40% (28)	13% (9)	7% (5)	3% (2)	3.1	1.1
The use of accommodative Conflict Management Style reduces the likelihood of	36	46%	7%	9%	2%	3.4	1.2

future conflicts.	(25)	(32)	(5)	(6)	(2)		
Accommodative Conflict Management Style fosters a sense of community and teamwork among staff and students	23% (16)	63% (44)	31% (5)	7% (3)	3% (2)	3.1	0.9
Average						3.9	1.1

Source: Primary Data

A total of 73% of the respondents agreed that the accommodative style promotes healthy discussions. This suggests that the strategy enables open communication and inclusiveness during conflicts. However, the 17% neutrality and 10% disagreement show that not all staff may experience or perceive this effect equally. Further, 69% of the respondents believe that the accommodative style supports conflict resolution in a way that accommodates all parties involved. However, 14% disagreed, suggesting that some staff may feel that this style may sometimes compromise objectivity or efficiency for the sake of harmony.

The table also shows that 76% of respondents agreed, the mean of 2.3 indicates that some participants especially the 15% who disagreed perceive that mutual respect may not always result from this style. The table also shows that 73% agreed that accommodative style generally enhances dialogue and reduces misunderstandings. There was also a strong 77% agree that accommodative conflict management contributes to better decisions, likely due to its collaborative nature. During an interview with a teacher, he said that; “*Accommodative Conflict Management Style helps to resolve conflicts*” This shows that involving stakeholders in conflict discussions often leads to more acceptable and inclusive solutions.

Accommodative Conflict Management Style reduces the Likelihood of Future Conflicts, with 82% support. It implies that the accommodative approach, by satisfying the concerns of

conflicting parties, minimizes the chances of repeated disputes. Finally, 86% agreement, showing strong consensus that the accommodative style promotes teamwork and a sense of belonging.

4.7 The effect of accommodative conflict management style on Stakeholders’ Management at Green Hill Academy Secondary School

The second third objective of the study was to examine the The effect of accommodative conflict management style on Stakeholders’ Management at Green Hill Academy Secondary School. This was measured using a number of questions and the responses that were obtained are presented in the table below.

Tavle 4.7: The effect of accommodative conflict management style on Stakeholders’ Management at Green Hill Academy Secondary School

Statements on effect of accommodative conflict management style on Stakeholders’ Management	Percentage Response (%)					Mean	Sted Dev
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
Accommodative Conflict Management Style is often necessary to resolve conflicts effectively.	34% (24)	40% (28)	14% (10)	7% (5)	4% (3)	4.4	0.6
Accommodative Conflict Management Style approaches sometimes lead to escalated conflicts rather than resolutions.	26% (20)	46% (32)	11% (08)	9% (6)	6% (4)	3.0	1.1
Accommodative Conflict Management Style helps clarify issues	43%	40%	6%	8%	4%	3.8	1.0

quickly and directly among the staff.	(30)	(28)	(4)	(5)	(3)		
Accommodative Conflict Management Style reduces or increases overall tension at Green Hill Academy.	34% (24)	60% (42)	6% (4)	0% (0)	0% (0)	3.5	1.2
Accommodative Conflict Management Style can lead to constructive outcomes if managed properly	46% (32)	37% (26)	11% (8)	6% (4)	0% (0)	4.1	0.9
The use of accommodative Conflict Management Style can damage relationships among staff and students	20% (14)	17% (12)	21% (15)	26% (18)	16% (11)	2.0	0.5
Accommodative Conflict Management Style encourages accountability among individuals involved in the conflict	34% (24)	29% (20)	14% (10)	17% (12)	6% (4)	3.0	1.2
Average						3.5	0.9

Source: Primary Data

According to table 4.7, a significant majority (74%) of the respondents agreed that the accommodative conflict management style is often necessary to resolve conflicts effectively. This includes 34% who strongly agreed and 40% who agreed. This suggest a strong consensus among respondents that this style is essential for resolving disputes within the school setting.

Similarly, 83% of the participants believed that when properly managed, the accommodative conflict management style can lead to constructive outcomes. The mean score of 4.1 and

standard deviation of 0.9 indicate widespread support, with moderate variation, implying that stakeholders recognize the value of the approach when applied skillfully.

The view that accommodative conflict management helps clarify issues quickly and directly was also widely accepted, with 83% agreeing. This reinforces the idea that this conflict resolution style enhances clarity and direct communication among staff members.

Interestingly, 94% of respondents agreed that this style reduces or increases overall tension at the school, with 60% agreeing and 34% strongly agreeing. Although the mean was 3.5, the higher standard deviation of 1.2 suggests that while the majority found it useful for managing tension, a few might perceive it differently, perhaps depending on the context of its application.

Regarding the concern that accommodative approaches may sometimes escalate rather than resolve conflicts, 72% of the participants acknowledged this risk, with 26% strongly agreeing and 46% agreeing. The mean of 3.0 and standard deviation of 1.1 show a considerable range of opinions, pointing to the complexity of conflict dynamics and the conditional effectiveness of this style.

When asked if accommodative conflict management encourages accountability, 63% agreed, though a notable 23% disagreed. The mean score of 3.0 and a relatively high standard deviation of 1.2 demonstrate that opinions on this issue are divided, with some perceiving the style as supportive of shared responsibility and others possibly viewing it as enabling passivity.

Lastly, the idea that this conflict style damages relationships was largely rejected, with only 37% agreeing and 42% disagreeing. The mean of 2.0 and a low standard deviation of 0.5 suggest a

clear consensus that accommodative conflict management is more likely to preserve relationships rather than harm them, in line with its goal of maintaining harmony.

4.7.1 Correlation results for Conflict Management and academic Management in Educational Institutions.

The study adopted the correlation technique to establish whether a relationship existed between Conflict Management and academic Management in Educational Institutions as key study variables. The results are presented in Table 4.8 below;

Table 4.8: Correlation results for between Conflict Management and Academic Management in Educational Institutions.

Variables		Conflict Management	Academic Management
Conflict Management	Pearson Correlation	1	-0.186
	Sig. (2-tailed)		0.238
	N	42	42
Academic Management	Pearson Correlation	-0.186	1
	Sig. (2-tailed)	0.238	
	N	42	42

The findings in Table 10 above, shows that there is a very weak negative relationship between conflict Management and Academic Management in Educational Institutions ($r = -0.186$). The Sign. (p-value) for correlation analysis tests whether the two variables are not significantly related. Since the computed p-value of 0.238 is greater than 0.05, the researcher deduced that

conflict Management has no significant relationship with Management in Educational Institutions. The result suggest that accommodative Conflict Management Style is often necessary to resolve conflicts effectively, sometimes lead to escalated conflicts rather than resolutions. Accommodative Conflict Management Style can lead to constructive outcomes if managed properly among others

4.7.2 Regression results for Conflict Management and Academic Management In Educational Institutions.

The study further ascertained whether Conflict Management predicted Academic Management in Educational Institutions. A regression technique was used with results presented below in table 4.9.

Table 4.9: Regression results for Conflict Management

Model	R	R Square	Adjusted R Square
1	-0.186 ^a	0.035	0.010

a. Predictors: (Constant), Conflict Management

Table 10 above shows regression results with R equal to -0.186, R squared as -0.035 and Adjusted R Square as 0.010. The adjusted R Square of 0.010 means that Conflict Management account for 1.0% only of the variance in Academic Management in Educational Institutions.

To assess the overall significance of the regression model for Conflict Management and Academic Management in Educational Institutions, Analysis of Variance (ANOVA) was done and the results presented in the table below.

Table 4.10: Analysis of Variance (ANOVA)

ANOVA				Coefficients		
Model	df	F	Sig.	Standardized Beta Coefficient	t	Sign
Regression	1	1.433	.238 ^b	-.186	-1.197	.238

a. Dependent Variable: **Academic Management in Educational Institutions**

b. Predictors: (Constant), Conflict Management

In determining whether a regression model is significant, the decision rule is that the calculated p-value (level of significance) for ANOVA must be less than or equal to 0.05. Since the calculated p-value of 0.238 is greater than 0.05, the regression model was found not to be statistically significant ($F=1.433$, $df = 1$, $p < 0.05$ ($=0.238$)). This means that Conflict Management does not have a significant influence on Academic Management In Educational Institutions.

4.8 Conflict Management and Academic Management in Educational Institutions

The conflict management and academic management in educational institutions were measured using a number of questions and the responses that were obtained are presented in Table 4.11 below:

Table 4.11: Responses on the Conflict Management and Academic Management In Educational Institutions

Statements on Conflict Management And Academic Management in Educational Institutions	Percentage Response (%)					Mean	Std Dev
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
The current conflict management strategies positively influence academic performance at Green Hill Academy.	47% (33)	30% (21)	11% (08)	9% (6)	3% (2)	4.0	1.2
Effective conflict management contributes to better teacher performance and student outcomes.	37% (26)	40% (28)	13% (9)	7% (5)	3% (2)	3.1	1.1
Conflict management styles influence the general atmosphere of learning within the school.	34% (24)	46% (32)	14% (10)	6% (04)	0% (0)	4.6	1.2
Academic management is more efficient in an environment where conflict is effectively managed.	20% (14)	17% (12)	21% (15)	26% (18)	16% (11)	2.0	0.5
The current conflict resolution strategies help improve the relationship between staff and students.	34% (24)	40% (28)	14% (10)	7% (5)	4% (3)	4.4	0.6
Conflicts, if not well managed, negatively affect the teaching and learning process at Green Hill Academy.	31% (22)	45% (32)	9% (6)	6% (4)	9% (6)	2.3	1.0
A more collaborative conflict management approach would improve academic management at Green Hill Academy.	46% (32)	37% (26)	11% (8)	6% (4)	0% (0)	4.1	0.9
Average						3.1	1.2

Source: primary data

A combined 77% of respondents believe that current conflict management strategies positively affect academic performance. This finding, with a relatively high mean of 4.0, indicates that stakeholders perceive a direct link between conflict resolution mechanisms and student academic outcomes. However, a few dissenting voices (12%) suggest that while strategies are effective, they may not be uniformly applied across departments or situations.

Further, a total of 77% agreed that effective conflict management enhances both teacher productivity and student results. This reinforces the idea that reducing interpersonal tension among teachers and between students and teachers leads to a more focused and collaborative learning environment. However, the lower mean (3.1) and broader standard deviation show that there are differences in how this effect is perceived, possibly due to varied departmental experiences.

An overwhelming 80% agreed that conflict management styles significantly shape the school's learning atmosphere. This very high mean (4.6) suggests that when conflict is managed calmly, fairly, and inclusively, it boosts morale, encourages student participation, and fosters respect—critical ingredients for academic success.

A high number of respondents (74%) agreed that stakeholders believe conflict resolution strategies have enhanced relationships between staff and students. The high mean and low standard deviation show a strong and consistent perception that current approaches promote open communication and mutual respect, an important pillar in managing academic discipline and motivation.

A total of 76% agreed that poorly managed conflict harms teaching and learning. This highlights the urgency of equipping academic leaders with conflict resolution skills, as unmanaged disputes can disrupt classroom cohesion and performance.

Finally, an impressive 83% agree that a collaborative conflict management approach involving all stakeholders would lead to better academic governance. This suggests that staff and perhaps even students feel underrepresented in current decision-making during conflicts and are advocating for participatory resolution structures that promote ownership and inclusion.

4.6 Regression matrix results for Conflict Management (IV) and Academic Management in Educational Institutions (DV)

Multiple linear regression analysis was run to establish the strength of relationship between Conflict Management (IV) and Academic Management In Educational Institutions. Using the Enter method, a statistically significant model emerged. The model summary is presented in table 4.12.

Table 4.12: Model Summary

Model	R	R Square	Adjusted R Square
1	.858 ^a	.737	.716

a. Predictors: (Constant), Conflict Management

The model summary in table 13 above shows that R equals 0.858, R Square of 0.737 and the coefficient of determination (Adjusted R Square) is 0.716. This implies that this model accounts for 71.6% of the variance in Academic Management in Educational Institutions. This could be attributed to the fact that only one (Conflict Management) of the several variables that influence Academic Management in Educational Institutions were studied. To assess the overall

significance of the model, analysis of variables (ANOVA) was done and the result presented in table 4.13.

Table 4.13: Analysis of Variance (ANOVA)

Model	df	F	Sig.
Regression	3	35.443	.000 ^b

a. Dependent Variable: Conflict Management

b. Predictors: (Constant), Conflict Management

In determining whether a model is significant, the decision rule is that the calculated p-value (level of significance) must be less than or equal to 0.05. Since the calculated p-value of 0.000 is less than 0.05, the model was found to be statistically significant ($F=35.443$, $p<0.05(0.000)$). A statistically significant model means that at least one of the predictor variables is significant.

To determine which of the predictor variables were significant; the researcher examined the standardized beta coefficients (which measure the contribution of the variable to the model), the t values and significance values which give rough indication of the impact of the predictor variable. These are presented in table 4.14 below.

Table 4.14: Regression coefficients

Regression Model	Standardized Coefficients Beta	t	Sig.
(Constant)		-.758	.453
Conflict Management	.139	1.501	.142

a. Dependent Variable: Academic Management In Educational Institutions

The decision rule for establishing the predictor variable when it is inserted in the regression model is that the t value must not be close to 0 and the p-value must be less than or equal to 0.05. Table 24 shows that Conflict Management is not predictor of academic Management in Educational Institutions ($\beta=0.139$, $t=1.501$, $p>0.05(=0.142)$) for conflict Management.

The table further shows that Conflict Management is a predictor of academic Management in Educational Institutions ($\beta=0.940$, $t=8.932$, $p<0.05(=0.000)$), since its t value isn't close to 0 and the p-value is less than 0.05. The above finding is an indication that the independent variable (Conflict Management) has a significant relationship with the dependent variable – academic Management in Educational Institutions.

CHAPTER FIVE: DISCUSSION OF RESULTS

5.0 Introduction

This chapter presents the discussion of findings based on the specific objectives of the study. The chapter is divided into three sections. The first section is introduction, the second section discusses the Bio data of respondents and the third section presents the respective discussions of the findings.

5.1 Discussion of results

5.1.1 Bio-data of respondents

The results revealed that 67% of respondents were male, while 33% were female, indicating a significant gender imbalance among staff members who participated in the study. The overrepresentation of male staff may reflect broader gender dynamics within the school's organizational structure. Research by Eagly and Carli (2017) suggests that gender imbalances in institutions can affect participation in leadership and decision-making, particularly in contexts where men dominate managerial positions. Gender may influence perceptions and styles of conflict resolution. Studies have found that women tend to prefer collaborative and integrative conflict resolution styles, while men may lean toward competitive or assertive styles (Thomas, 2012). The underrepresentation of women in the sample could mean that some gendered nuances of conflict perception and management are underexplored.

A majority of respondents having tertiary-level education suggests they are well-equipped to critically engage with conflict management frameworks and assess their influence on academic processes. As argued by Knowles (2024), adult learners with higher education are more reflective and analytical when contributing to decision-making processes. Educational attainment

often correlates with staff professionalism and openness to collaborative problem-solving. Research by Bush and Glover (2013) affirms that professional qualifications among staff contribute to positive school leadership and institutional development.

5.1.2 The effect of accommodative conflict management style on personnel Management at Green Hill Academy Secondary School

The study revealed that 74% of respondents agreed that accommodating others' perspectives in conflict situations helps to maintain peace, and 80% believed that this style reduces tension and builds good relationships. During an interview with a respondent, he noted that;

“accomodative conflict management promotes peace among employees and employers”

This finding aligns closely with Rahim's (2012) theory of conflict management styles, which defines the accommodative style as one that prioritizes others' concerns over one's own. In school settings, where interpersonal relationships and teamwork are essential, this style promotes emotional safety and reduces conflict escalation. Thomas and Kilmann's (2014) Conflict Mode Instrument further reinforces this by classifying accommodation as a constructive response when maintaining relationships is more critical than asserting personal positions. These theoretical insights underpin the finding that harmony and emotional safety are prerequisites for effective personnel management.

Deutsch's (2019) work on cooperative versus competitive conflict resolution adds another layer of theoretical support. He asserts that cooperative strategies such as accommodation foster trust and openness, which are fundamental in team-oriented environments like schools. This provides

a theoretical basis for interpreting the high value placed on peace and tension reduction in your findings.

In the school context, peace and low interpersonal tension are vital for effective personnel management. Teachers and administrative staff operate best in environments where there is emotional safety and collegial support, as observed by Deutsch (2019) who emphasized that cooperative conflict resolution approaches lead to healthier group dynamics and improved institutional performance.

Findings also revealed that 74% of respondents felt that accommodative strategies help resolve conflicts quickly, though 19% acknowledged that concerns may remain unaddressed. This finding introduces a nuanced perspective on the limitations of the accommodative approach. While swift resolution is often necessary to ensure institutional stability, Lipsky et al. (2013) argue that overly relying on accommodation may suppress dissent and allow underlying issues to persist, potentially re-emerging in more disruptive forms. Therefore, while accommodating styles contribute positively to personnel management by maintaining surface harmony, they must be used with caution to avoid fostering superficial consensus.

A high percentage (79%) of respondents believed that an accommodative approach creates a better learning environment, and 100% agreed it fosters a culture of understanding and support. These are crucial elements of effective school personnel management. This echoes findings by Bush and Glover (2018) who highlighted that schools that promote collaborative conflict resolution among staff foster environments conducive to innovation, mutual respect, and trust. The supportive atmosphere not only enhances staff morale but also contributes to student success

due to the spillover effect of teacher well-being on classroom performance. Moreover, Owens and Valesky (2018) emphasize that an organizational climate characterized by collegiality, support, and understanding is foundational to effective personnel management in educational institutions. This suggests that accommodative conflict management can be a strategic tool in enhancing institutional culture.

Interestingly, 67% of respondents believed that accommodating others' needs can sometimes compromise the quality of decisions, indicating that while the style promotes harmony, it may sacrifice effectiveness. This view is consistent with Goleman (2018) who warns against the dangers of emotional appeasement in leadership and management. When decisions are overly influenced by the desire to avoid conflict, there is a risk of groupthink or failure to challenge poor practices. In educational institutions, where decisions often affect a broad range of stakeholders, balancing harmony with critical evaluation is essential. Thus, while the accommodative style supports personnel relations, it should be complemented with other styles such as collaboration or compromise to ensure that decision quality is maintained.

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accommodative style supports personnel relations, it should be complemented with other styles such as collaboration or compromise to ensure that decision quality is maintained.

5.1.3 Findings on how accommodative Conflict Management Style influence Administrative Management at Green Hill Academy Secondary School

A total of 73% of respondents agreed that the accommodative style promotes healthy discussions, with a mean score of 3.0. This suggests that the style fosters an environment where staff and administrators feel safe to express differing opinions without fear of confrontation. This is supported by Rahim (2017), who notes that the accommodative style is characterized by a high level of concern for others and a low level of concern for self, which often encourages more collaborative dialogue. When leaders or team members yield to others' perspectives to maintain peace, it opens channels for more inclusive administrative deliberations. However, the 17% neutral and 10% disagreeing respondents imply that this benefit may not be universally experienced. This variability could stem from contextual factors such as hierarchical dynamics or individual personality traits that influence how conflict management strategies are perceived (De Dreu & Gelfand, 2018).

Approximately 69% of the respondents agreed that the accommodative style resolves conflicts while keeping everyone involved satisfied, with a mean score of 3.0. This indicates that administrators and staff believe that this style allows for fair compromises that consider the views of all stakeholders. This supports findings by Thomas and Kilmann (2024), who identify the accommodative style as effective in low-stakes conflicts where the relationship is more important than the issue. Yet, the 14% who disagreed suggest that some respondents may

perceive this style as undermining the assertive pursuit of institutional goals, which may be necessary in time-sensitive or high-stakes decision-making.

With 73% of respondents in agreement, findings indicate that accommodative conflict management enhances communication and understanding among staff. This supports the view of Robbins and Judge (2017), who argue that accommodation can be an effective way to diffuse tension and allow for clearer communication once the emotional tone of the conflict has de-escalated. Such open communication fosters a more transparent administrative environment, which is vital for effective school governance and the establishment of trust among stakeholders.

The style was also linked to better decision-making, with 77% agreement and a mean of 3.1. Accommodative conflict resolution often involves hearing all sides and striving for consensus, which leads to decisions that are inclusive and acceptable to most parties (Jehn, 1995). In administrative settings, this can promote staff buy-in and reduce resistance to policy implementation. However, it is important to note that this may not always be efficient. According to Tjosvold (2018), accommodation can sometimes delay decision-making when too much emphasis is placed on pleasing everyone rather than selecting the best course of action.

A notable 82% of respondents agreed that this style reduces the likelihood of future conflicts. This reinforces findings from Afzalur Rahim (2012), who stated that accommodative styles, by satisfying the concerns of the involved parties, reduce residual grievances that often fuel repeated conflicts. In a school setting, where relationships are long-term and trust is essential, this preventive aspect is particularly valuable. An overwhelming 86% agreed that the accommodative style fosters a sense of community and teamwork. This aligns with research by Ghaffar (2009),

who emphasized that effective conflict management strategies are foundational to building collaborative and cohesive teams in educational environments. The style's non-confrontational nature enhances relational ties, which can significantly improve staff morale and institutional loyalty.

5.1.4 The effect of accommodative conflict management style on Stakeholders'

Management at Green Hill Academy Secondary School.

A significant 74% of respondents agreed that the accommodative conflict management style is necessary for effective conflict resolution. This consistency implies a strong consensus among stakeholders that this style fosters harmony and helps to maintain relationships in a school environment where long-term collaboration is essential. According to Thomas (2018), the accommodative style is most effective in situations where maintaining relationships is more important than asserting one's own viewpoint. In the context of education, especially in a school like Green Hill Academy where interactions between teachers, parents, and administration are ongoing, such a style aligns with the institution's collaborative values.

Interestingly, 72% of respondents agreed that accommodative approaches can sometimes escalate conflicts instead of resolving them. This finding indicates a paradox in the application of the style, it may foster short-term peace but also allow underlying issues to fester if overused or applied superficially. This concern is echoed in the literature by Wilmot and Hocker (2019), who warn that while accommodation may prevent overt conflict, it can lead to passive resistance, unexpressed resentment, and reduced authenticity in relationships if not accompanied by sincere communication and mutual respect.

The accommodative style was credited by 83% of the respondents for helping to clarify issues quickly and directly. This supports the view that active listening and empathy, key traits of the accommodative style, facilitate communication especially in educational settings where miscommunication can derail relationships and administrative coherence. Ghaffar (2019) found that in schools where accommodative practices were prevalent, stakeholders felt more heard and respected, which fostered a climate of mutual trust. These qualities are critical in engaging teachers, students, and parents constructively.

An overwhelming 94% of respondents believe that this style reduces tension. The complete absence of disagreement reinforces the assumption that even though accommodation might not always resolve deep-rooted issues, it lowers immediate emotional intensity, allowing space for calmer dialogue. In support of this, Deutsch and Coleman (2018) argue that tension reduction is a key benefit of cooperative conflict management strategies like accommodation, which contribute to the psychological safety needed for stakeholders to engage openly.

Further, 83% of the respondents agreed that accommodative styles can lead to constructive outcomes if managed properly. This finding highlights the conditional effectiveness of the approach, it works best when conflict handlers are trained, self-aware, and balanced in its application. Leadership literature, such as Lussier and Achua (2019), emphasizes that emotional intelligence and situational awareness are critical for school leaders who rely on accommodative strategies to prevent them from becoming overly deferential or conflict-avoidant.

5.1.5 Conflict Management and Academic Management in Educational Institutions

The data reveals that 77% of respondents believe that the current conflict management strategies at Green Hill Academy positively impact academic performance. This suggests a general consensus that well-managed conflict creates an enabling environment for academic success. Conflict, if effectively handled, reduces stress and anxiety, creating a stable psychological climate that supports both teaching and learning (Rahim, 2022). However, the 12% who disagreed or remained neutral may reflect inconsistencies in implementation or uneven access to conflict management mechanisms across departments. This aligns with research by Bush and Folger (2005), which emphasizes that equitable access to conflict resolution platforms across all levels of an institution is critical for their overall effectiveness.

A total of 77% agreed that effective conflict management improves both teacher performance and student outcomes. This indicates that while the general trend is positive, some staff members may not experience the full benefits, potentially due to interpersonal or systemic factors that hinder resolution (Deutsch, 2023). Teachers working in a conflict-ridden environment often experience burnout, reduced morale, and disengagement (Ingersoll, 2011), which directly affects their teaching quality. Conversely, a supportive and conflict-sensitive environment fosters collaboration and shared accountability, improving outcomes for students.

A striking 80% of participants acknowledged that conflict management styles significantly influence the learning atmosphere. This finding emphasizes that the emotional and psychological climate created by conflict resolution practices affects classroom dynamics, student behavior, and staff cooperation (Johnson & Johnson, 2016). A positive learning atmosphere promotes open communication, student-teacher rapport, and academic discipline. Styles such as collaborative

and problem-solving approaches are associated with increased trust and motivation among stakeholders (Tjosvold, 2018).

Interestingly, responses regarding whether academic management is more efficient in conflict-free environments were divided. Only 37% agreed, while 42% disagreed or remained neutral. This suggests skepticism about whether simply eliminating conflict is sufficient to ensure efficient academic governance. This finding may reflect an understanding that conflict is not inherently negative it can be constructive when managed well. Constructive conflict fosters critical thinking, innovation, and growth (Amason, 2016). What matters is not the absence of conflict, but the presence of healthy mechanisms to handle it effectively.

A total of 74% of respondents reported that current conflict resolution strategies have improved staff-student relationships. This reflects a strong and consistent perception across the sample. Good relationships are foundational to learning and school culture. Research by Bryk & Schneider (2019) indicates that relational trust is central to school improvement and student engagement. Improved communication and conflict resolution contribute to a sense of safety and mutual respect in schools, which supports social-emotional learning and student achievement (Jennings & Greenberg, 2019).

In summary, the findings of the study reveal a strong interplay between conflict management practices and academic management at Green Hill Academy. The data underscores that effective conflict resolution strategies positively influence academic performance, teacher productivity, and student outcomes. Respondents overwhelmingly agreed that the current conflict management styles contribute to a conducive learning environment and promote better relationships between

staff and students. These findings align with prior research which emphasizes that well-managed conflicts can foster collaboration, trust, and institutional stability (Rahim, 2011; Deutsch, Coleman & Marcus, 2014).

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the conclusions and recommendations derived from the study findings on the relationship between conflict management and academic management in educational institutions, with Green Hill Academy as the case study. The conclusions summarize the major findings, while the recommendations provide actionable strategies for improving conflict management systems to enhance academic performance and institutional harmony.

6.1 Conclusions

6.1.1 The effect of accommodative conflict management style on personnel Management at Green Hill Academy Secondary School.

The findings from the study clearly demonstrate that the accommodative conflict management style has a strong and positive influence on personnel management at Green Hill Academy Secondary School. The majority of respondents agreed that accommodating others' views contributes significantly to maintaining peace, building strong relationships, and fostering a supportive school culture. The approach reduces tension, promotes harmony, and creates a positive working environment that supports both staff collaboration and student learning. These outcomes are essential for effective personnel management, as they encourage teamwork, mutual respect, and emotional well-being among school staff.

However, while the accommodative style is highly effective in nurturing peaceful interactions and open communication, the findings also highlight some notable limitations. A considerable number of respondents expressed concern that consistently yielding to others' needs might result in unresolved issues and a compromise in the quality of decision-making. This suggests that

although the style encourages swift conflict resolution, it may overlook deeper problems or allow critical issues to go unaddressed. This can hinder long-term organizational effectiveness if not managed properly. Therefore, while the accommodative style brings many relational benefits, relying on it alone may not always lead to the most balanced or strategic outcomes in personnel decisions.

In light of these findings, it can be concluded that the accommodative conflict management style should be used strategically and in moderation. School administrators should embrace its strengths in promoting unity and cooperation but also remain cautious of its weaknesses by integrating more assertive or problem-solving approaches when necessary. A balanced conflict management strategy that combines empathy with firm decision-making will ensure both harmonious relationships and high-quality organizational outcomes, leading to a more effective and sustainable personnel management system at Green Hill Academy Secondary School.

6.1.2 The effect of Accommodative Conflict Management Style on Administrative Management at Green Hill Academy Secondary School.

The findings presented in Table 4.6 reveal that the accommodative conflict management style positively influences administrative management at Green Hill Academy Secondary School. A significant majority of respondents (73%) agreed that this style promotes healthy discussions, indicating that it fosters a safe and inclusive environment for communication. This open dialogue is essential for effective administrative functioning, as it allows all stakeholders like staff and students alike to feel heard and valued. Similarly, 69% of the participants acknowledged that the accommodative style helps resolve conflicts while keeping everyone involved satisfied, implying

that this approach prioritizes relationship preservation and collaborative problem-solving over hierarchical enforcement of solutions.

Moreover, the findings highlight that the accommodative approach encourages mutual respect and enhances communication within the school environment. While 76% agreed that this style builds respect among staff and students, some respondents expressed skepticism, reflected in a lower mean score of 2.3. This suggests that although the approach is generally effective, its impact may vary depending on individual experiences or how it is implemented. Additionally, the accommodative style was seen to improve communication and understanding (73% agreement) and lead to better decision-making (77% agreement), indicating that when conflicts are addressed through empathy and compromise, administrative decisions are more inclusive, fair, and accepted by all parties involved.

Finally, the strongest conclusions emerge from the high levels of agreement regarding long-term benefits of the accommodative style. With 82% of respondents affirming that it reduces the likelihood of future conflicts and 86% supporting its role in fostering teamwork and a sense of belonging, it is evident that this approach is not only effective for resolving immediate disputes but also instrumental in building a cohesive and collaborative school culture. These outcomes are critical for administrative management, as they enhance staff morale, reduce tension, and cultivate a supportive and efficient working environment. Therefore, it can be concluded that the accommodative conflict management style, when used appropriately, is a powerful tool for sustaining administrative harmony and effectiveness at Green Hill Academy Secondary School.

6.1.3 The effect of accommodative conflict management style on Stakeholders' Management at Green Hill Academy Secondary School

The findings presented in Table 4.7 illustrate that the accommodative conflict management style plays a crucial role in promoting effective stakeholder management at Green Hill Academy Secondary School. A strong majority (74%) agreed that this approach is necessary for resolving conflicts effectively, with a notably high mean score of 4.4 and low standard deviation of 0.6. This reflects a shared belief among stakeholders teachers, staff, and possibly parents that the accommodative style helps to maintain harmony and mutual understanding during conflict resolution processes. Moreover, 83% of respondents stated that this approach clarifies issues quickly and directly, emphasizing its practicality in maintaining transparent and open communication with stakeholders, which is key in sustaining trust and cooperation.

Despite these strengths, the findings also reveal potential risks associated with overuse or poor implementation of the accommodative style. A notable 72% agreed that it can sometimes escalate conflicts, likely due to the suppression of underlying issues or the failure to assert critical viewpoints. Additionally, some respondents (20% strongly agreed and 17% agreed) acknowledged that the style can occasionally damage relationships if not handled with care—especially when it leads to perceived weakness or imbalance in decision-making. These mixed perceptions indicate that while the accommodative approach is generally well-regarded, it must be used with discernment to avoid unintended negative consequences that may undermine stakeholder engagement and institutional credibility.

Overall, the data supports the conclusion that the accommodative conflict management style is an effective and valuable tool in stakeholder management, especially when applied with skill, emotional intelligence, and strategic intent. With 94% of participants agreeing that it reduces tension and 83% affirming its constructive potential, it is evident that stakeholders appreciate its capacity to foster peace, accountability, and collaboration. However, the success of this style is largely dependent on the ability of school leaders to apply it appropriately balancing empathy with firmness, and inclusion with decisiveness. Therefore, investing in leadership training and conflict management development is essential to maximize the benefits of this style while minimizing its risks in stakeholder management.

6.2 Recommendations

Based on the conclusions above, the following well-grounded recommendations are made;

Green Hill Academy should adopt participatory conflict management frameworks that actively involve all stakeholders like teachers, non-teaching staff, students, and parents. This could include regular conflict resolution training workshops, establishment of a conflict resolution committee, and forums for open dialogue. Such inclusive practices promote ownership and foster a culture of mutual respect and understanding.

Addressing the gender imbalance within Green Hill Academy's staffing and leadership structure is critical. The institution should actively encourage female representation in management and conflict resolution bodies. Gender-sensitive policies, leadership development programs, and mentorship opportunities for female staff can empower them to participate fully in institutional governance.

Continuous professional development for staff should be prioritized to equip them with skills in negotiation, mediation, emotional intelligence, and restorative justice. This can be achieved through partnerships with educational leadership training institutions and hosting internal seminars facilitated by conflict resolution experts.

Green Hill Academy should develop a monitoring and evaluation system to assess the effectiveness of conflict management strategies. Tools such as feedback surveys, conflict resolution audits, and performance indicators should be employed to track progress and adjust strategies as needed. This ensures responsiveness to emerging challenges and promotes continuous improvement.

Conflict resolution should not be viewed as a reactive mechanism but as a proactive and integral part of the school culture. Conflict management concepts and skills should be introduced into the student life and curriculum through life skills education, peer mediation programs, or extracurricular clubs focusing on dialogue and communication.

Clear institutional policies and guidelines on conflict resolution should be developed and made accessible to all stakeholders. These policies should outline procedures, responsible officers, time frames for resolution, and rights of all parties. Transparency in handling conflicts builds trust and deters recurrence of grievances.

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APPENDICES

APPENDIX I: DATA COLLECTION TOOLS

QUESTIONNAIRES FOR TEACHERS AND NON-TEACHING STAFF

Dear Respondent;

I am Nakisanze Martha a student of Uganda Christian University conducting a study on “Conflict Management Styles and Academic Management in Educational Institutions; Using Green Hill Academy Secondary School as a case Study. You have been selected as a respondent for this study and your cooperation and information given will highly be appreciated and treated with utmost confidentiality it deserves.

Thank you.

Please tick (√) the appropriate option

SECTION A: Background Information

Tick where appropriate;

1. Gender:

a) Male

b) Female

2. Age:

a) 20-25

b) 26-30

c) 36-40

d) 41-and above

3. Education level

a) Master's

b) Degree

c) Diploma

d) Secondary

e) Primary

f) None

g) Others specify.....

h) Which position do you hold at Green Hill Academy Secondary School

a. Head teacher

b. PTA members

c. Teachers

d. Non-teaching staff

a) Others specify

4. For how long have you worked with at Green Hill Academy Secondary School?

a) 1-2 years

b) 3-4 years

c) 5-6 years

d) 7 yrs and above

Section B: Accommodative Conflict Management Style on Administrative Management at Green Hill Academy Secondary School.

1. Please indicate your level of agreement with the following statements. Use the scale provided to respond to each item.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

	Statement	1	2	3	4	5
	Collaborative Conflict Management Style					
1	I believe that collaborative conflict management promotes healthy discussions.					
2	Collaborative conflict management helps to resolve conflicts while keeping everyone involved satisfied.					
3	The collaborative approach encourages mutual respect among teachers and students.					

4	Collaborative conflict management improves communication and understanding in the school.					
5	Collaborative conflict management leads to better decision-making processes in the school.					
6	The use of collaborative conflict management reduces the likelihood of future conflicts.					
7	Collaborative conflict management fosters a sense of community and teamwork among staff and students					

Section C: The effect of accommodative conflict management style on personnel Management at Green Hill Academy Secondary School.

Please indicate your level of agreement with the following statements. Use the scale provided to respond to each item.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

S.No.	Accommodative Conflict Management Style	1	2	3	4	5
1	Accommodating others' perspectives in conflicts helps to maintain peace in the school.					
2	I find that the accommodative approach often resolves conflicts quickly but may leave some concerns unaddressed.					
3	The accommodative style reduces tension and builds good relationships at Green Hill Academy.					
4	Accommodative conflict management leads to a better learning environment for students.					
5	I believe that accommodating others' needs can sometimes compromise the quality of decisions made					
6	The use of an accommodative style fosters a culture of understanding and support among staff and students.					
7	Accommodative conflict management encourages open communication and feedback in the school					

Section D: The effect of accommodative conflict management style on Stakeholders' Management at Green Hill Academy Secondary School

Please indicate your level of agreement with the following statements. Use the scale provided to respond to each item.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

	Confrontation Conflict Management Style:	1	2	3	4	5
1	Confrontation is often necessary to resolve conflicts effectively.					
2	Confrontational approaches sometimes lead to escalated conflicts rather than resolutions.					
3	Confrontation helps clarify issues quickly and directly among the staff.					
4	Confrontational conflict management style reduces or increases overall tension at Green Hill Academy.					
5	I believe that confrontation can lead to constructive outcomes if managed properly					
6	The use of confrontation in conflict management can damage relationships among staff and students					
7	Confrontational conflict management encourages accountability among individuals involved in the conflict					

Section E: Effects on Academic Management

Please indicate your level of agreement with the following statements. Use the scale provided to respond to each item.

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

	Statement	1	2	3	4	5
1	The current conflict management strategies positively influence academic performance at Green Hill Academy.					

2	Effective conflict management contributes to better teacher performance and student outcomes.					
3	Conflict management styles influence the general atmosphere of learning within the school.					
4	Academic management is more efficient in an environment where conflict is effectively managed.					
5	The current conflict resolution strategies help improve the relationship between staff and students.					
6	Conflicts, if not well managed, negatively affect the teaching and learning process at Green Hill Academy.					
7	A more collaborative conflict management approach would improve academic management at Green Hill Academy.					

APPENDIX II: INTERVIEW GUIDE FOR HEAD TEACHER AND PTA MEMBERS

Dear Respondent;

I am Nakisanze Martha a student of Uganda Christian University conducting a study on “Conflict Management Styles and Academic Management in Educational Institutions; Using Green Hill Academy Secondary School as a case Study. You have been selected as a respondent for this study and your cooperation and information given will highly be appreciated and treated with utmost confidentiality it deserves.

Thank you.

Section A: General Understanding of Conflict Management

1. What are some of the common types of conflicts you have observed or experienced at Green Hill Academy Secondary School?
2. What are some of the primary sources of conflicts at the school?
3. How does the school generally handle conflicts when they arise?
4. Which conflict management styles (e.g., collaborative, accommodative, confrontational, etc.) do you believe are most commonly used at the school?
5. How effective do you think the current conflict management strategies are in reducing tensions and resolving conflicts at Green Hill Academy Secondary School?
6. In your opinion, how does the use of a collaborative conflict management style influence the school’s academic environment?
7. How does an accommodative approach to conflict management affect the overall school environment?
8. What role does confrontation in conflict management play in resolving issues at the school?
9. Based on your experience, which conflict management style do you think leads to better academic outcomes at Green Hill Academy Secondary School?
10. Do you think the school’s academic management is positively or negatively affected by how conflicts are managed?
11. Have there been any noticeable changes in student performance or staff productivity as a result of conflict management practices?

12. Are there any challenges or limitations to the current conflict management strategies that affect the academic goals of the school?
13. What improvements, if any, would you recommend for the conflict management strategies currently in use at Green Hill Academy Secondary School?

APPENDIX III: CONSENT FORM

Title of Study: Conflict Management and Academic Management in Educational Institutions; A Case Study of Green Hill Academy Secondary School.

1. Introduction and Rationale of the Study

You are being invited to participate in a research study that aims to investigate on the various conflict management styles employed in educational settings and their impact on academic management outcomes. The purpose of this study is to investigate on the increasing prevalence of conflicts in educational institutions, which can significantly disrupt the learning environment and academic performance

2. Description of the Research

This is a cross-sectional mixed-methods design, which will combines both quantitative and qualitative approaches to gather comprehensive data on conflict management styles and their impact on academic management. The primary focus of this research is to assess how different conflict management styles such as collaborative, accommodating, and confrontational management affect academic management at Green Hill Academy Secondary School.

3. Participation

Participants will include Head Teacher, Teachers, Non-Teaching Staff and Parent-Teacher Association (PTA) Members. You have been chosen to participate because you have direct involvement and influence over the conflict management strategies implemented at the school.

4. Potential Risks and Discomforts

While participating in this study involves no significant risks, you may experience some confidentiality concerns, emotional discomfort, time commitment. However, we will mitigate these by ensuring anonymity, provide a safe space for open dialogue, and emphasize voluntary participation, allowing you to withdraw at any time without consequence.

5. Potential Benefits

Your participation in this study may provide the following benefits; improved conflict management strategies, enhanced school environment, professional development opportunities, contribution to educational research, better understanding of stakeholder perspectives and improved academic outcomes among others.

6. Confidentiality

All information collected during the study will remain confidential. Your responses will be anonymous and used solely for research purposes. You are free to skip any questions you are uncomfortable answering. A written informed consent form will be provided, ensuring your participation is voluntary.

7. Procedure

The study will involve a combination of questionnaire and interviews as the primary methods of data collection. Participants can expect their involvement in the study to take approximately **30 to 45 minutes in total**, combining both the survey and the interview components. The research will be conducted at a time that is convenient for participants, ensuring minimal disruption to their regular activities

8. Voluntary Participation

Your involvement in this study is completely voluntary. You may choose to decline participation without any consequences to your current obligations or position.

9. Withdrawal from the Study

You have the right to withdraw from the study at any point. Should you wish to stop participating, you can do so without any penalties, and you may choose to skip specific questions if desired.

10. Reimbursements

Participants will receive a reimbursement of **5000/=** for their time, which may cover transport costs, refreshments, etc.

11. Whom to contact in case of ethical related concerns.

a) Prior Ethical approvals and permissions.

In case of ethical concerns related to this study, participants can contact the following individuals;

1. Research Supervisor

Name: Dr. Patrick Lugemwa

Institution: Uganda Christian University

Contact Information: 0703068117

b) Local authorities and approvals.

This study was Approved by Uganda Christian University Research Ethics Committee (UCU-REC) and cleared by Uganda national Council for Science and Technology (UNCST), In case of any Ethical or your rights related concerns or inquiries, please contact UCUREC Chairperson; Prof. Peter Waiswa, 0772405357, pwaiswa@musph.ac.ug or UCUREC Manager, Mr. Osborn Ahimbisibwe, 0775737627 or oahimbisibwe@ucu.ac.ug. UNCST: Tel; +256 414 705500, info@uncst.go.ug

STATEMENT OF CONSENT

Do you accept to be recorded?

Yes

No

I voluntarily agree to participate in this research program; to tick appropriately

Yes

No.

I understand that I will be given a copy of this signed Consent Form.

Name of Participant:

Signature:

Date:

Name of Researcher/designee:

Signature:

Date:

NOTE: Depending on the nature of participants, witnesses or guardians (for minors & other vulnerable groups) will be required.

Appendix IV: Introductory letter



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

Office of the Vice Chancellor
Research Ethics Committee UG-026



24th March, 2025

NAKISANZE MARTHA
Uganda Christian University
0705908021
Email: naksmarthac@gmail.com

UG-REC-026 APPROVAL NOTICE

To: Nakisanze Martha , Principal Investigator

Re: UCU-REC Application titled: *Conflict management and academic management in educational institutions; A case study of Greenhill Academy secondary school*

Application Number: UCUREC-2025-831-1

Version: 4.1

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 March, 2025, to 24th March, 2026

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.

1 of 2

Research and Ethics

P.O. Box 4, Mukono, Uganda, Plot 67-173, Bishop Tucker Road, Mukono Hill
Tel: +256 (0) 312 350 885 Fax: +256 (0) 4142 90 800 Email: rec@ucu.ac.ug Web: www.ucu.ac.ug
UCUREC is accredited by Uganda National Council for Science & Technology, FDA, and National Institutes for Health of the United States of America



UGANDA CHRISTIAN UNIVERSITY

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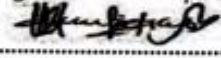
Office of the Vice Chancellor
Research Ethics Committee UG-026

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
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 March, 2026 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 Master's 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	2025-03-10
2.	Data collection tools	English	1.0	2025-03-10
3.	Informed consent form	English	1.0	2025-03-10

Signed and Stamped


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



Appendix V: Acceptance Letter



Tuesday 9th April, 2025

Nakisanze Martha
SPDO
Greenhill Academy Secondary School

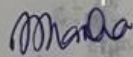
Dear Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I acknowledge receipt of the letter dated 31st March, 2025 requesting for permission to conduct research at Greenhill Academy.

Permission is granted for you to conduct research on, "**Conflict Management and Academic Management in Educational Institutions**" which will also involve interviews and surveys with selected participants in Greenhill.

Yours sincerely,



J. V. MARAKA (MRS.)

RECTOR, GREENHILL SCHOOLS



Cc Head teacher, Greenhill Academy Secondary
Cc Head teacher, Greenhill Academy Primary Kibuli

APPENDIX V: WORKPLAN

This action research began in January 2024 will end in 2025

Activity	Timeline											
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
Development of research title	2024											
Proposal development in progress	2024	2024	2024	2024	2024	2024	2024					
Completion of writing my Thesis/Research proposal								2025				
Correction and Preparation to present the proposal									2025			
Presentation of my proposal										2025		
Seeking of permission from authority of Green Hill Academy Secondary School											2024	2024
Data collection	2025	2025	2025	2025								
Evaluation, Data analysis and drafting report writing					2025	2025						
Final review process and handing in final report							2025	2025				
Dissemination action research report									2025			