

**Head Teachers' Conflict Management Strategies and Teachers'
Commitment in Government Aided Primary Schools in Nwoya District**

Achola Harriet

20/U/2620/MED/PS

B.A EDUC(KYU); PGD(GU)

**A Research Dissertation Submitted to Directorate of Research and Graduate
Studies in Partial Fulfillment of the Requirements for the Award of the Degree
of Master of Education in Education Management of Gulu University**

September, 2025

Declaration

I, Achola Harriet, do hereby declare that this dissertation titled; *“Head Teachers’ Conflict Management Strategies and Teachers’ Commitment in Primary Schools in Nwoya District,”* is my original work and has never been submitted to any other institution of higher learning for any academic award.

Sign:

Date: 26/09/2025

Achola Harriet

20/U/2620/MED/PS



Approval

This is to certify that this Dissertation entitled "*Head Teachers' Conflict Management Strategies and Teachers' Commitment in Primary Schools in Nwoya District*" is submitted to the Institute of Research and Graduate studies of Gulu University for examination with our approval.

Sign: 

Date: 28/9/2025

Dr. John Baptist Habimana
Supervisor

Sign: 

Date: 26.09.2025

Dr. Alidri Agatha
Supervisor



Acknowledgement

Producing this piece of work was not an easy task. Many people were involved in various ways. I wish to acknowledge and appreciate God for the care and protection given to me. Great appreciation goes to Dr. John Baptist Habimana, Dr. Alidri Agatha, Madam Pamela Peace Okwir, Dr Ofoyuru Denis, Dr. Hellen Amongi, Prof. Lajul Wilfred, Mr Okot Ambrose, Mr.Luwa John, Madam Gloria Lamaro for their professional guidance while compiling this report. Further acknowledgement goes to my course mates for the their support in my academic journey. Finally, I acknowledge all the suppoert rendered to me from my family and work place. God bless them all abundantly.

Dedication

I dedicate this piece of work to my beloved family members; my children, my siblings, my dad and mother whose love, care and sacrifices made it possible for me to reach this far in my academic journey. And to all whose parental care, love and support I have shared both morally and financially.

Table of Contents

Declaration.....	i
Approval	ii
Acknowledgement	iii
Dedication.....	iv
List of Tables.....	ix
List of Figures	x
Abstract.....	xi
Chapter One	1
1.0 Introduction.....	1
1.1 Background to the Study.....	1
1.1.1 Historical Perspective	1
1.1.2 Theoretical Background.....	3
1.1.3 Conceptual Background.....	4
1.1.4 Contextual Background	6
1.2 Problem Statement.....	8
1.3 Purpose of the study.....	8
1.4 Specific Objectives	9
1.5 Research Questions.....	9
1.6 Scope of the Study	9
1.6.1 Content scope.....	9
1.6.2 Geographical scope.....	9
1.6.3 Time scope	10
1.7 Significance of the Study	10
1.8 Justification of the study	10

1.8 Conceptual Framework	11
Chapter Two	13
Literature Review	13
2.0 Introduction.....	13
2.1 Predominant conflict management strategies	13
2.1.1 Compromising strategy	14
2.1.2 Avoidance strategy	14
2.1.3 Competing strategy	15
2.2 Teachers' Commitment in Primary Schools.....	15
2.3 Relationship between Head Teacher Conflict Management Strategies and Teachers' Commitment in Primary Schools.....	17
Chapter Three	19
Research Methodology	19
3.0 Introduction.....	19
3.1 Research Approach	19
3.2 Research Design.....	19
3.3 The Target Population	19
3.4 Sample Size.....	20
3.5 Sampling Techniques	20
3.6 Data Sources	21
3.7 Data Collection Methods	21
3.8 Validity and Reliability of Instruments	21
3.8.1 Validity	21
3.8.2 Reliability.....	22
3.9 Data Analysis	22

3.10 Limitations and Delimitations.....	23
3.11 Ethical Considerations	23
Chapter Four	24
Data Analysis, Presentation and Interpretation.....	24
4.0 Introduction.....	24
4.1 What are the Predominant Conflict Management Strategies Used by Head Teachers in Government Aided Primary Schools in Nwoya District?	26
4.2 What is the Level of Teachers’ Commitment in Government Aided Primary Schools in Nwoya District?	30
4.3 What is the Relationship Between the Head Teachers’ Conflict Management Strategies and Teachers’ Commitment in Government Aided Primary Schools in Nwoya District?.....	33
Chapter Five	36
Discussions, Conclusions and Recommendations	36
5.0 Introduction.....	36
5.1 Predominant Conflict Management Strategies Used by Head Teachers in Government Aided Primary Schools in Nwoya District	36
5.2 What is the Level of Teachers’ Commitment in Primary Schools in Nwoya District?.....	37
5.3 What is the Relationship Between Head Teachers’ Conflict Management Strategies and Teachers’ Commitment?	39
5.4 Conclusions.....	41
5.4.1 Objective One	41
5.4.2 Objective Two	41
5.4.3 Objective Three.....	42
5.5 Recommendations.....	42
5.6 Areas for Further Research	42
References	44

APPENDICES	48
Appendix A: Consent form for Head teachers and teachers	48
Appendix B: Questionnaire for Head Teachers and Teachers	50
Appendix C: Map of Nwoya District, Uganda	56
Appendix D: Krejcie and Morgan Table	57
Appendix E: Introductory Letter	58

List of Tables

Table 4.1: Gender Distribution of Respondents.....	24
Table 4.2: Distribution of Responses on Conflict Management Strategies Used by Head Teachers	27
Table 4.3: Descriptive Statistics for Head Teachers' Conflict Management Strategies.....	28
Table 4.4: Distribution of Responses on the Level of Teachers' Commitment in Nwoya District	30
Table 4.5: Descriptive Statistics for Teachers' Commitment in Primary Schools in Nwoya District	31
Table 4.6: Pearson Correlation Coefficients Between Conflict Management Strategies and Teachers' Commitment	33
Table 4.7: Model summary showing the predictive power of conflict management strategies on dimensions of teacher commitment	Error! Bookmark not defined.
Table 4.8: ANOVA Results for the Effect of Conflict Management Strategies on Teachers' Commitment Dimensions	Error! Bookmark not defined.
Table 4.8: Regression Coefficients of Conflict Management Strategies on Teachers' Commitment Dimensions	Error! Bookmark not defined.

List of Figures

Figure 1.1: Conceptual Framework	11
--	----

Abstract

This study examined the head teachers' conflict management strategies and teachers' commitment in government-aided primary schools in Nwoya District. The study objectives were; i) To determine the predominant conflict management strategies used by head teachers in government aided primary schools in Nwoya District, ii) To investigate the level of teacher commitment in government aided primary schools in Nwoya District, and iii) To establish the influence of head teachers' conflict management strategies on teachers' commitment in government aided primary schools in Nwoya District. A quantitative approach with a descriptive correlational research design was employed. The Krejcie and Morgan's (1970) table was used to sample 238 respondents (head teachers and teachers) from a population of 462 in 36 government-aided primary schools, supported by purposive and simple random techniques. Structured questionnaires were used to collect the data, which were analyzed using SPSS version 25 through descriptive statistics, Pearson correlation, and multiple regression analysis. Findings revealed that compromising was the most frequently employed strategy by head teachers (Mean = 3.53), followed by competing (Mean = 3.38) and avoiding (Mean = 3.27). Teachers reported high levels of affective commitment (Mean = 4.21), continuance commitment (Mean = 4.31), and moderate normative commitment (Mean = 3.90). A significant positive correlation was found between compromising and affective commitment ($r = .451, p < .001$). Regression analysis confirmed that compromising significantly predicted affective commitment ($\beta = .372, p < .001$). The study concluded that collaborative conflict management strategies, particularly compromising, enhance teacher commitment. Leadership training and emotionally intelligent conflict resolution practices are vital for sustaining positive school climates and professional dedication. The researcher therefore recommends that schools should carry out continuous training on collaborative conflict resolution, foster open communication, incorporate performance appraisal, while encouraging teachers to apply emotional intelligence in conflict resolution.

Chapter One

1.0 Introduction

World over, teacher commitment has been found to require skillful conflict management and effective leadership. In schools, disagreements can arise among staff or between teachers and administration, and the way a head teacher addresses these conflicts shapes the school climate. Research shows that collaborative conflict management tends to yield better group functioning, whereas purely competitive approaches often undermine cooperation (Tamunodiepiriye, Bedzra & Essuman (2022). Studies have shown that where head teachers adopt open, inclusive, and fair conflict management strategies, teacher motivation and commitment tend to improve significantly (Massawe & Osaki, 2024a).

This chapter therefore presented the background of the study, problem statement, purpose of the study, specific objectives, research questions, scope of the study, significance and justification and conceptual framework of the study.

1.1 Background to the Study

This background was broken down into the historical, theoretical, conceptual and contextual lenses.

1.1.1 Historical Perspective

Globally, theoretical and practical understandings of conflict and commitment have evolved over the past century. Morton Deutsch's classic work (1949) framed conflict in terms of goal interdependence: he showed that when parties share cooperative goals (positive interdependence), conflict tends to be constructive, whereas competitive goal structures produce destructive outcomes (Fauquet-Alekhine & Lahlou, 2022). This cooperation-versus-competition insight laid groundwork for many leadership studies. In education, early leadership models often assumed that conflict should be minimized or suppressed; modern approaches view certain types of conflict (e.g. debates over curriculum) as potentially constructive if managed well. Similarly, Blau's (1964) social exchange theory introduced the idea that organizational relationships are based on reciprocal exchanges of resources and support (Ahmad et al., 2023). Blau emphasized that voluntary actions in organizations are motivated by the expected returns (material or social)

they bring (Ahmad et al., 2023). In schools, this suggests that if teachers feel supported (given respect, resources, professional development), they will tend to repay that support with loyalty and effort toward the school.

The history of conflict management in schools is globally rooted in a shift from suppressing conflict to understanding it as a catalyst for growth, a perspective that gained traction in the 1970s (Dağlı & Sığrı, 2014). Earlier models, like those of Blake and Mouton, categorized conflict-handling styles, which eventually evolved into a more nuanced understanding of conflict resolution and peace education Blake and Mouton (1964). In Africa, pre-colonial societies had robust, indigenous conflict resolution systems focused on communal harmony, but these were largely replaced by Western legal frameworks during colonialism (Accord, 2019). This created lasting tensions, which are evident in East Africa and Uganda, where historical divisions from colonial-era religious and ethnic-based education systems still contribute to conflicts in schools (Saferworld, 2024).

Historically, teacher commitment has evolved from an organizational psychology concept in the 1970s defined by attachment and obligation to a more holistic view that includes a teacher's dedication to their students and profession (Meyer & Allen, 1991; Kanter, 1974). In Africa, the colonial education system often treated teachers as instruments of policy, leading to a long history of poor working conditions and low status for the profession (Boaduo et al., 2013). In Uganda, this legacy was compounded by political instability. The introduction of Universal Primary Education (UPE) in 1997, while expanding access, also strained resources and exacerbated challenges like low pay and a lack of professional development. Despite these systemic issues, many Ugandan teachers show a strong affective commitment, driven by a personal desire to improve the lives of their students and contribute to national development (Teacher Task Force, 2013).

The concept of teacher commitment also has a history in educational research. Initially treated simply as job satisfaction or intent to stay, it has come to be defined more precisely. Allen and Meyer's three-component model (1990s) of commitment became standard in many studies (Azdha et al., 2023). This evolution reflects a deeper awareness that commitment involves emotions, calculations of cost-benefit, and sense of obligation. Educational researchers have applied this model to teachers, noting that teacher commitment correlates strongly with student

learning and school improvement. For instance, Manla (2021) linked higher teacher commitment to better student outcomes and school climate showing a global recognition of its importance.

1.1.2 Theoretical Background

This study was grounded in the Thomas and Kilmann Conflict Mode Instrument (TKI), developed in 1974, which provides a comprehensive framework for understanding how individuals manage conflict based on two fundamental dimensions: assertiveness (the extent to which an individual attempts to satisfy their own concerns) and cooperativeness (the extent to which they attempt to satisfy the concerns of others). The TKI model outlines five conflict management styles (competing, avoiding, accommodating, compromising, and collaborating). For this study, three of these strategies (competing, avoiding, and compromising) were selected due to their contextual relevance to Ugandan primary schools and their frequent application in educational leadership practices (Farooqi et al., 2023; Lutog & Aoanan, 2024).

By applying the TKI framework, the study examined how head teachers' conflict responses influenced the three components of teacher commitment (affective, continuance, and normative) as conceptualized by Meyer and Allen's model (Azdha et al., 2023; Latha & Kiranmayi, 2023). The TKI was appropriate because schools are inherently relational spaces, where conflict regularly arises from competing priorities, limited resources, and hierarchical communication structures (Vinokur et al., 2024). Specifically, the competing style represents high assertiveness and low cooperativeness (authoritarian behavior), avoiding reflects passive or non-interventionist leadership (low on both dimensions), and compromising offers a balanced, pragmatic approach (moderate assertiveness and cooperativeness) (Thomas & Kilmann, 1974; Djonra & Aki, 2023). These distinct orientations allowed the study to capture nuanced leadership behaviors and link them with variations in teachers' organizational commitment.

Despite the broad usage of the TKI, a notable theoretical gap exists in its application within Sub-Saharan Africa's educational contexts particularly in rural public schools. Most existing research is based in Western or highly urbanized systems, where leadership training and resources are substantially different (Manzoor et al., 2024; Igbino et al., 2023). Consequently, this study addressed a geographical and contextual gap by applying TKI in Ugandan primary schools, where conflict resolution is often informal, leadership roles are multifaceted, and institutional support is limited (Kazibwe, 2023; Kakiga et al., 2024). Moreover, the cultural translation of all five conflict

modes may not hold uniformly collaborating and accommodating can be rare or misunderstood in highly authoritative or collectivist settings (Xu & Pang, 2024). This highlights the need to critically adapt and validate theoretical tools like TKI in non-Western, education-focused settings.

The study deliberately focused on compromising, avoiding, and competing due to both theoretical breadth and empirical salience. These three strategies span the conflict spectrum from dominance (competing), withdrawal (avoiding), to middle-ground negotiation (compromising) and therefore represent the range of realistic leadership practices observed in Ugandan public schools (Pastrana et al., 2021; Akhtar & Hassan, 2021). Initial qualitative insights from local school reports and stakeholder interviews indicated that these strategies were most frequently used by head teachers in response to internal school conflicts. Including all five TKI modes would have increased model complexity without necessarily improving interpretability, especially since collaboration and accommodation were less observable or practically constrained in the study setting (Ojika, 2024; Anseng, 2023).

1.1.3 Conceptual Background

This study was grounded in two central variables: conflict management strategies and teachers' commitment. Understanding the nature and dynamics of these constructs was essential to examining how head teachers' conflict-handling approaches influence the professional engagement and retention of teachers in primary schools.

Conflict management strategies referred to the systematic approaches employed by head teachers to resolve interpersonal or institutional disagreements involving staff and other school stakeholders. These strategies are commonly categorized using Rahim's five conflict-handling modes, which vary along two axes cooperativeness (concern for others) and assertiveness (concern for self). The integrating strategy, also known as collaborating, represent a high concern for both personal and others' goals. Head teachers who adopted this style promote open communication and mutual problem-solving to arrive at win-win outcomes. The obliging style (accommodating) shown high concern for others' goals and low concern for self, often leading leaders to yield their preferences to preserve harmony. In contrast, the dominating strategy (competing) demonstrates high assertiveness with low cooperativeness; such head teachers prioritize their objectives, sometimes at the expense of others' perspectives. The avoiding style was characterized by low concern for both self and others, where conflicts are ignored or deferred in the hope they will fade

without active engagement. Lastly, the compromising strategy entail moderate concern for both parties, aiming to find a mutually acceptable solution through partial concessions.

These conflict-handling styles differed in their implications for school culture and staff morale. Integrating and compromising strategies are generally associated with more constructive outcomes, including enhanced trust, engagement, and a collaborative climate. Conversely, frequent use of dominating or avoiding strategies may created an atmosphere of disengagement, fear, or unresolved tension, thereby negatively impacting staff relationships and professional commitment (Lutog & Aoanan, 2024).

Teacher commitment itself emerged as a key factor in educational outcomes. Early models (Allen & Meyer, 1990) conceptualized organizational commitment as multidimensional (Azdha et al., 2023; Latha & Kiranmayi, 2023). In schools, this translates to how deeply teachers feel attached to their institution. Over time, scholars have documented that committed teachers invest extra effort – preparing lessons diligently, being punctual, and showing genuine care for students (Lawrence & Deepa, 2019). A review of teacher commitment literature finds it is linked to school culture and student achievement across many contexts (Massawe & Osaki, 2024). In low-resource or post-crisis settings, committed teachers are especially vital for sustaining improvements.

Teacher commitment is the psychological attachment and loyalty a teacher feels towards the school and is critical for educational quality and staff retention. A committed teacher is more motivated, exerts extra effort for students, and identifies with the school's goals (Massawe & Osaki, 2024b). Drawing from Allen and Meyer's (1990) three-component model of organizational commitment, this study considers three distinct but interrelated dimensions: affective commitment, continuance commitment, and normative commitment (Azdha et al., 2023). Affective commitment reflected the emotional bond and identification with the school community; teachers with high affective commitment are intrinsically motivated and deeply invested in their school's mission. Continuance commitment relates to the perceived costs of leaving the school, such as loss of accrued benefits or job security. Teachers with high continuance commitment stay not necessarily because they want to, but because they feel constrained by external or economic factors. Normative commitment, on the other hand, denotes a sense of moral obligation or duty to remain with the school, often influenced by social values or personal ethics.

Empirical studies have validated these dimensions across educational settings. For example, instruments such as the Organizational Commitment Scale incorporate subscales that separately measure affective, continuance, and normative commitments. In practical terms, a highly committed teacher is one who exceeds basic job requirements by preparing additional learning materials, mentoring students, supporting extracurricular activities, and actively contributing to school development. These behaviors signify more than compliance—they indicate alignment with institutional goals and a willingness to invest effort beyond contractual duties (Massawe & Osaki, 2024d; Paunan, Tai, et al., 2024).

In the context of this study, teachers' commitment was viewed as a multidimensional construct shaped, in part, by the quality of leadership and conflict resolution approaches adopted by head teachers. Effective conflict management was posited to strengthen affective commitment through the creation of a positive work environment, while poor conflict resolution may erode morale, increase stress, and weaken the teacher–school bond. The study, therefore, explored how each conflict management strategy integrating, compromising, avoiding, and competing relate to the different forms of teacher commitment within the unique social and administrative landscape of Nwoya District.

1.1.4 Contextual Background

Nwoya District is a rural area in northern Uganda's Acholi sub-region, created in 2010 out of part of Amuru District. According to the 2014 Uganda Census, Nwoya had about 133,506 residents (Nwoya District Local Government, 2025), with a predominantly youthful demographic (most residents under age 18). The population had grown rapidly – local estimates put it around 220,553 by mid-2024 (Nwoya District Local Government, 2025). Acholi sub-region remained historically marginalized: a recent Uganda MPI report found Acholi to have the highest incidence of multidimensional poverty in the country (about 64% of households affected). This pervasive poverty constrains educational investment (schools, materials, teacher housing) and forces many children into labor.

The legacy of conflict further compounds challenges. During the 1987–2006 insurgency, communities in Nwoya were displaced into camps; schooling was erratic or halted entirely (Kazibwe, 2023). After the war, rebuilding schools had been slow. For example, UBOS noted that as of 2014 nearly 10% of Nwoya's primary-age children had never been to school, and only about

28% of adults could read and write (adult literacy rate). Teacher shortages are acute: a 2010 analysis reported that roughly 70% of schools in Nwoya had a teacher deficit (too few teachers). This chronic understaffing continues; by 2020 the District had 396 primary school teachers for about 25,153 pupils across 44 government-aided schools, yielding a pupil–teacher ratio on the order of 63:1. Such ratios are far above policy targets and contribute to teacher overload hence affecting their commitment.

These factors contributed to poor student outcomes in Nwoya. District data show that very few pupils reach high marks: in 2020 only a small fraction of P7 candidates scored a Division I in the Primary Leaving Exam (PLE). Low achievement is common in Acholi schools and is often linked to resource gaps and teacher turnover. In comparison to national averages, Nwoya’s education indicators lag sharply. For instance, an NGO report notes that Nwoya has one of the lowest academic performance profiles in Uganda (5th lowest nationally) due to the long-term disruptions of war and poverty.

More recently, the COVID-19 pandemic introduced new disruptions. Uganda closed schools from March 2020 until January 2022 – the longest school shutdown in the world. Teachers were out of classroom for nearly two years, and attempts at remote learning were limited by infrastructure gaps in rural areas. This extended closure is believed to have exacerbated stress and workload for teachers when they returned to school. International studies indicate that such stress can erode teacher commitment: (Akartuna & Serin, 2022) reported reduced organizational commitment among teachers during pandemic lockdowns due to anxiety and increased duties. It is plausible that Nwoya’s teachers – already working under difficult conditions felt similar strains.

In summary, Nwoya District’s current context was one of significant hardship. Decades of conflict and entrenched poverty have left the District with scarce resources, high pupil–teacher ratios, and low literacy rates. Educational recovery efforts must address not only material deficits but also leadership and motivational factors. Understanding how head teachers’ conflict management influences teachers’ commitment is therefore critical: in this challenging environment, supportive and fair leadership might help retain motivated teachers, while neglect or high-handed approaches could drive them away. This study situates those questions within Uganda’s post-conflict, post-COVID reality, aiming to inform policy and practice in Nwoya’s schools.

1.2 Problem Statement

The global education landscape is grappling with a significant issue: declining teacher commitment, which manifests as rising attrition and burnout. This problem is exacerbated by the high demands and rapid reforms teachers face (Kalai et al., 2022). A key factor contributing to this decline is the prevalence of unresolved conflicts among staff, which can weaken teacher engagement and motivation (Göksoy & Argon, 2016). Committed teachers are crucial for student success and a stable school environment, while demotivated staff negatively impact school effectiveness and learning outcomes (Xu & Pang, 2024). In Nwoya District, primary schools are facing challenges with staff retention and performance, characterized by tensions related to heavy workloads, insufficient teaching materials, and interpersonal misunderstandings. There is a significant gap in the literature regarding the current practices of head teachers in Nwoya District when it comes to handling conflicts. Specifically, it's unclear how these conflict management strategies or the lack thereof impact teachers' psychological attachment to their schools and their overall commitment. The current tensions are an observable symptom, but the underlying mechanisms and their effect on staff morale and retention remain unexamined. Ideally, primary schools would operate with a cohesive and committed staff working collaboratively toward shared educational goals. In this scenario, effective conflict management would be a proactive tool used by school leaders to foster a positive work environment, resolve disputes fairly, and prevent tensions from escalating. This would, in turn, strengthen teachers' sense of belonging and dedication to their schools, ultimately improving educational outcomes. This study aims to address the identified knowledge gap by investigating the relationship between head teachers' conflict management strategies and teachers' commitment in Nwoya primary schools. By systematically documenting current practices and their effects on teacher commitment, the research will provide evidence-based insight for educational policymakers and school managers. This information can then be used to develop targeted guidance and interventions aimed at strengthening teacher commitment through improved conflict management, ultimately contributing to a more stable and effective education system in the district.

1.3 Purpose of the study

The purpose of the study was to investigate the head teachers' conflict management strategies on teachers' commitment in government aided primary schools in Nwoya District.

1.4 Specific Objectives

The study was guided by the following specific objectives:

- i. To determine the conflict management strategies used by head teachers in government aided primary schools in Nwoya District.
- ii. To investigate the level of teacher commitment in government aided primary schools in Nwoya District.
- iii. To establish the relationship between head teachers' conflict management strategies and teachers' commitment in government aided primary schools in Nwoya District.

1.5 Research Questions

- i. What are the predominant conflict management strategies used by headteachers in government aided primary schools in Nwoya District?
- ii. What is the level of teachers' commitment in government aided primary schools in Nwoya District?
- iii. What is the relationship between head teachers' conflict management strategies and teachers' commitment in government aided primary schools in Nwoya District?

1.6 Scope of the Study

1.6.1 Content scope

The content of the study was limited to the relationship between the conflict management strategies of head teachers and the teachers' commitment in government aided primary schools in Nwoya District within the context of educational management. This is because well managed conflicts enhance teacher commitment and performance.

1.6.2 Geographical scope

This study was carried out in Nwoya District in northern Uganda. Nwoya District is located approximately 345kms from Kampala, and on Kampala- Arua Highway. It lies in the coordinates of: 0°43'12.0"N, 32°31'48.0"E (Latitude: 0.7200; Longitude: 32.5300). The District is bordered by Amuru District to the North, Oyam to East, Gulu District to the North East, Masindi to the South, Kiryandongo to the South East, Pakwach to the West and Buliisa to the South West. This geographical scope was relevant because there was an increase in conflicts between teachers and

decline in performance of government-aided primary schools compared to other districts in Northern Uganda.

1.6.3 Time scope

The researcher chose the duration of the study be between the years 2016 to 2023. This is because this is period when Nwoya District registered a decline in the performance of government aided primary schools.

1.7 Significance of the Study

This research is significant for multiple stakeholders. First, it may provide empirical evidence about the conflict resolution practices of head teachers in rural Ugandan primary schools. Education authorities (e.g., Ministry of Education, local District Education Office) can use the findings to design leadership training that emphasizes effective conflict management. Second, the study highlights the link between conflict management and teacher commitment, a key factor in teacher retention and performance. By understanding this link, school leaders may implement strategies to boost teachers' affective and normative commitment – which reduces turnover intentions. Third, the study contributes to academic knowledge by updating existing literature (much of which predates 2020) with recent data and theory. In particular, the incorporation of the Dual Concern Theory provides a modern theoretical lens to assess conflict styles in schools. Finally, for teachers and local communities, this research underscores the importance of healthy workplace relationships; demonstrating that when head teachers balance school and teacher interests, the whole school community benefits. In sum, the study justifies itself by addressing a local gap with broad educational implications, underpinned by current leadership theory and recent research trends.

1.8 Justification of the study

Head teachers' conflict management strategies have a direct impact on teacher commitment in government-aided primary schools in Nwoya District. This study was justified on three key fronts of academic, policy and practical: First, the research could fill a gap in academic literature by providing a localized, context-specific analysis of how conflict management and teacher commitment are linked in a developing-country context like Uganda. It could test existing theories and contribute new insights from a setting with unique challenges such as resource constraints.

Secondly, the findings could provide evidence-based recommendations for policymakers in the Ministry of Education and Sports. This could enable them to create targeted professional development programs for head teachers, which can improve teacher retention and address burnout more effectively than general interventions. Lastly, the study could offer practical benefits to school stakeholders in Nwoya District. It could help head teachers understand which strategies are most effective for fostering a motivated staff, empower teachers to advocate for a better work environment, and ultimately lead to a more stable and effective public education system.

1.8 Conceptual Framework

A conceptual framework, according to Kombo and Tromp (2006), outlines the potential relationship between the independent and dependent variables. The diagrammatic relationship between the independent and dependent variables is shown in Figure 1.

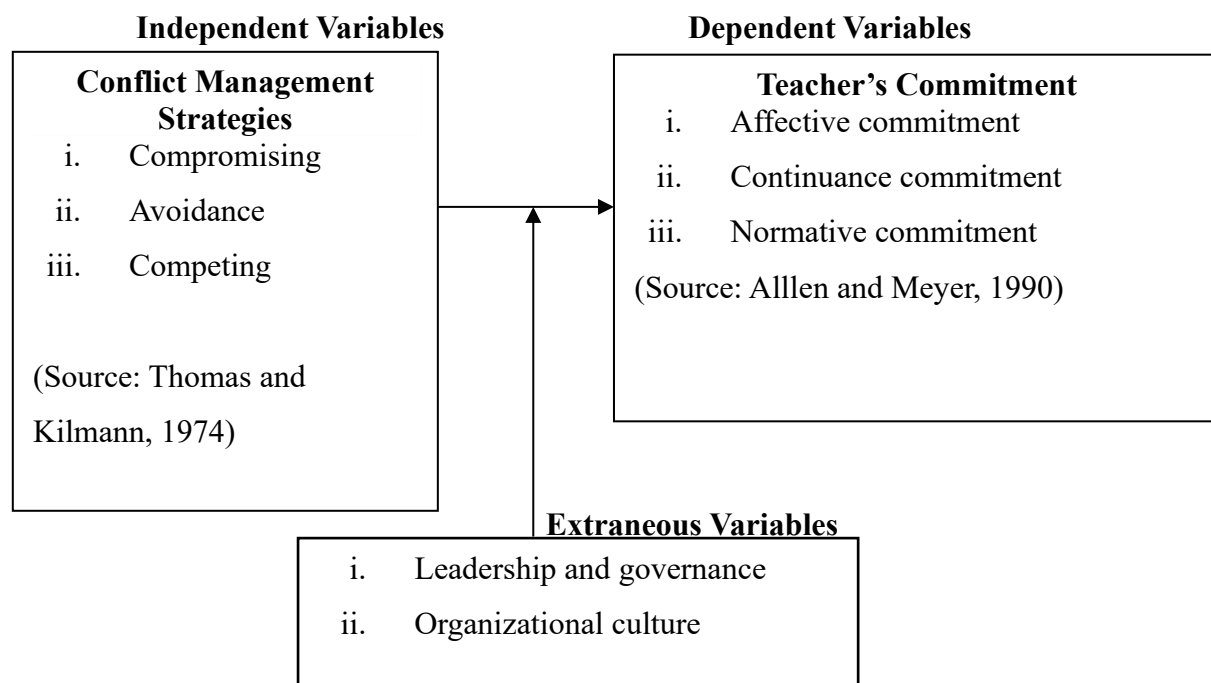


Figure 1.1: Conceptual Framework

Source: Adopted and modified from Mathieson (2001)

Figure 1 above illustrated conflict management strategies dimensions as antecedents and teacher commitment. These included; compromising, avoidance, and competing, leaving out collaborating and accommodating which were fronted by Mathieson because they require too

much effort and personal interest. Hence, this study adopted only three strategies as illustrated above because they are efficient and adaptable, which are hypotheses to be influenced directly by conflict management strategies. Teachers' commitment was operationalized in terms of; affective commitment, and continuance commitment, and normative commitment while the extraneous/moderate variables; organisational culture and leadership and governance equally influence the outcomes of both the independent and dependent variables stated above.

Chapter Two

Literature Review

2.0 Introduction

This chapter presented a review of literature related to specific objectives of the study; head teachers' conflict management strategies, teacher commitment in government aided primary schools and the relationship between head teachers' conflict management strategies and teachers' commitment. It also presented the gaps in the existing studies regarding this study's phenomenon.

Theoretical Review on Teachers' Commitment in School Settings

Several authors have proposed theoretical frameworks to explain Teacher's commitment in a school setting.

The Social Exchange Theory (SET) explains teacher commitment through the principle of reciprocity: individuals maintain relationships when there is perceived fairness between what they contribute and what they receive. Homans (1958) and Blau (1964) laid the foundation for this theory, emphasizing trust and mutual benefit as drivers of organizational behavior. In school environments, teachers who perceive support, recognition, and fairness from leadership are more likely to reciprocate with loyalty and sustained engagement (Ahmad et al., 2023). For example, in Sub-Saharan contexts where financial rewards may be limited, relational and emotional exchanges such as mentoring, mutual respect, and inclusive leadership become key contributors to teacher commitment (Xu & Pang, 2024). However, critics argue that this theory may overemphasize transactional reasoning and underrepresent deeper cultural or intrinsic motivations for teaching (Ahmad et al., 2023).

2.1 Predominant conflict management strategies

In sub-Saharan Africa, over the past two decades, conflict resolution strategies have become one of the major areas of concern to many human resource managers. This is compounded by limited resources, large class sizes, and administrative overload, which often constrain the ability of school leaders to engage in proactive or participatory conflict resolution. For instance, in Kenya, traditional workplace practices and systems with their hierarchical structures, tight divisions of labor, narrowly defined jobs, detailed rules, limited employee involvement, and

managerial decision making, authority, and control are no longer considered adequate since they foster conflict (Olang, 2017).

This study would wish to determine clearly the conflict management strategies that may be key in settling conflicts and enhancing teachers' commitment. Conflict management strategies should satisfy certain strategies that will enhance critical and innovative thinking to learn the process of diagnosis and intervention of the right problems. In this, the conflicting parties should be involved in the problem-solving process that will lead to collective learning, mutual understanding, harmony and effectiveness.

A study by Thuo & Shanka (2017), reported that the major conflict management strategies practiced by school leaders include: building leadership skills, following rules and regulations, embracing change, wise allocation of recourses, involvement in decision making, providing opportunities for training, and understanding individual differences and roles. In case of disputes, techniques included; discussions, punishing, forcing, compromising, avoidance, and ignorance.

2.1.1 Compromising strategy

According to Reetu et al (2019), compromising strategy of conflict management is also known as lose-lose situation where some of the parties needs are achieved but not all. It has got its own advantages. It provides a faster and temporal solution for the problem. A compromising conflict management strategy involves trying to find a common ground that partly satisfies both parties. Kelvin, et al.,(2018) also noted that, individuals realize that every party cannot always be entirely satisfied in every conflict situation. The parties accept that there are times when one must be ready to set apart individual wants and needs in preference for others in order to find a common ground. The researcher would like to determine how well such strategies are being used in Primary Schools in Nwoya district.

2.1.2 Avoidance strategy

In the Thomas-Kimann model, avoiding is both unassertive and uncooperative. Kaplan, (2018), noted that, the individual wants to neither address their own problems nor the problems of others. This ultimately means that they do not want to engage in the conflict at all. Kelven, (2018), also asserted that avoiding might be seen at times as a diplomatic move involving bypassing or

ignoring the issue. It could also involve putting off the issue until the time is favorable, or simply stepping back from an uncomfortable or hazardous situation.

2.1.3 Competing strategy

According to Werf (2018), this strategy is applied in situations where fast, decisive actions call for a competing style where you push for your own way and control the situation. Emergencies, for example, generally call for quick thinking and action. Competing, the first Thomas-Kilmann conflict mode, is assertive and non-cooperative. It refers to addressing only one's own concerns at the expense of the concerns of others. It is a power-oriented mode in which one uses whatever power dynamic seems appropriate to get a favorable outcome for oneself. An individual's ability to debate, their position in the hierarchy, or their financial power matters the most. Competing is defensive; it strictly means standing up for your individual beliefs and simply trying to win.

2.2 Teachers' Commitment in Primary Schools

Teachers' commitment to their school organization is a key outcome in education research. Organizational commitment refers to an employee's psychological attachment to the organization, encompassing their emotional and calculative willingness to remain as a member of that organization (Akartuna & Serin, 2022). Teachers' commitment was operationalised as consisting of; (1) affective commitment (emotional attachment and identification with the organization), (2) continuance commitment (perceived cost of leaving or dependence on the organization), and (3) normative commitment (a sense of obligation or duty to stay) (Akartuna & Serin, 2022). According to this model, affective commitment reflects an individual's positive attitude toward and involvement in the organization, continuance commitment reflects a calculative decision to stay (e.g. due to lost benefits if one left), and normative commitment reflects a moral or social pressure to remain (e.g. loyalty to the school) (Akartuna & Serin, 2022).

In schools, high levels of teacher commitment are associated with many positive outcomes. Committed teachers tend to demonstrate dedication, pursue school goals, and stay in the profession longer. As Paunan et al. (2024) note, teacher commitment is "a key factor for an effective and successful school," directly influencing student achievement and institutional effectiveness. For example, Hoy and Miskel (1987) and later Hoy et al. (1990) argued that high teacher commitment (especially affective) is necessary for creating "effective, affective schools" (Akartuna & Serin,

2022). Put simply, when teachers feel personally attached and aligned with their school, they are more likely to contribute discretionary effort and maintain supportive relationships, benefiting teaching and learning (Manla, 2021; Xu & Pang, 2024). Conversely, low commitment can manifest in absenteeism, turnover, and reduced motivation, which undermine school climate.

The three commitment components often differ in magnitude. Research on teachers generally finds that affective commitment is strongest, with continuance second and normative lowest. For instance, a longitudinal study of secondary teachers reported pre-pandemic mean scores of 4.18 (on a 5-point scale) for affective commitment, versus 3.47 for continuance and only 3.04 for normative (Akartuna & Serin, 2022). This implies that teachers most strongly identify with and enjoy their schools, whereas loyalty/obligation (normative) is typically weaker. Affective commitment therefore appears to be the predominant form of commitment among teachers (Akartuna & Serin, 2022). Nonetheless, continuance commitment is also important in practice. Teachers often recognize that leaving their job would entail significant costs (loss of benefits, career disruption), so a sense of dependence on their school can also keep them in place (Akartuna & Serin, 2022). In fact, in some contexts (e.g. times of economic or crisis stress), teachers may rate continuance commitment even higher than affective (Pastrana et al., 2021). For example, Pastrana et al. (2021) found that Philippine elementary teachers in a “new normal” educational setting reported stronger continuance commitment than affective or normative commitment, possibly reflecting uncertainty or material concerns. Normative commitment – feeling of duty or gratitude – tends to be least prominent among teachers, and often changes little unless formal obligations (like contracts or community expectations) come into play (Manzoor et al., 2024).

Each commitment type has different implications. Affective commitment is linked to positive emotions, willingness to innovate, and alignment with school values (Akartuna & Serin, 2022). Continuance commitment may retain teachers but can coexist with dissatisfaction (teachers stay because they feel they must) (Akhtar & Hassan, 2021). Normative commitment adds a moral dimension (e.g. serving the community), which can help sustain effort when external incentives are weak (Pastrana et al., 2021). Ideally, schools seek to cultivate all three forms to some degree, but especially affective commitment, as it drives teacher engagement and quality education.

2.3 Relationship between Head Teacher Conflict Management Strategies and Teachers' Commitment in Primary Schools

How conflict management strategies relate to teacher commitment is an emerging research theme. Theoretically, constructive conflict handling by school leaders should foster trust, respect, and mutual understanding – conditions that strengthen teachers' emotional bonds to their school. Conversely, harsh or neglectful handling of conflict could signal to teachers that the organization is uncaring, weakening their affective and normative commitments. Empirically, a few studies have begun to quantify this link. For example, Lutog and Aoanan (2024) examined junior high school teachers in the Philippines and found that teachers in schools with clear conflict resolution practices reported higher organizational commitment overall. In their mixed-methods study, both quantitative and qualitative results indicated that teachers' perceptions of their leaders' conflict management style (along with low workplace incivility) significantly predicted teachers' commitment to the school (Lutog & Aoanan, 2024). Similarly, Kashif et al. (2024) surveyed Pakistani university teachers and found that most conflict management styles including competing, collaborating, avoiding, and accommodating – were significantly and positively associated with teachers' commitment (Kashif et al., 2024). In other words, teachers who said their departments used these strategies tended to report stronger commitment to their institutions. Notably, compromising was the lone strategy that did not show a significant positive effect (Kashif et al., 2024). The authors suggest that any effort by leaders to address conflict (except the mere “agree to disagree” of compromising) signals concern for teachers, thereby boosting their willingness to stay.

Other results are more mixed. Pastrana et al. (2021) found that elementary teachers' continuance commitment (but not their affective or normative commitment) was significantly related to principals' conflict style in a pandemic context. They reported a “highly significant” relationship between leaders' conflict management style and teachers' continuance commitment (Pastrana et al., 2021), whereas no significant relationship was found with affective or normative commitment. This suggests that in that context, conflict strategies may have influenced teachers' calculative attachment (e.g. staying because of costs) rather than their emotional attachment. Qualitative findings indicate why conflict can matter: in interviews, head teachers explained that effectively managed conflicts actually enhance commitment within the staff by improving communication and collective problem-solving (Manzoor et al., 2024). As one teacher put it, well-

handled disagreements led to “constructive skills” and better team dynamics, which increased everyone’s motivation to work together (Manzoor et al., 2024). Conversely, when conflicts were mishandled, respondents described frustration and reduced trust among staff (Manzoor et al., 2024).

2.4 Gaps in the literature

Overall, the available literature suggests a connection between conflict management and teacher commitment, but the nature of that connection depends on the specific strategy and commitment dimension. Generally, leaders who use more integrative or supportive conflict approaches (e.g. discussing issues openly, finding solutions) see higher commitment among teachers (Lutog & Aoanan, 2024; Manzoor et al., 2024). Even assertive styles like competing have been linked to higher commitment in some studies (Kashif et al., 2024), perhaps because they clarify expectations and demonstrate leadership. However, research also hints that purely forceful or avoidant tactics may fail to win teachers’ hearts. For instance, Pastrana et al. (2021) found no effect of leaders’ conflict style on teachers’ affective commitment. This complexity underlines that conflict strategies interact with context. Cultural factors, school norms, and crisis conditions (like the pandemic) likely influence whether a given style motivates or alienates teachers.

Chapter Three

Research Methodology

3.0 Introduction

This chapter provided a description of the methodology that was used in the study. It covered the research orientation, research design, target population, sample size, sampling techniques, data collection methods, data collection instruments, validity and reliability of the instruments, administration procedures and analysis, ethical considerations, assumptions, and the limitations and delimitations of the study.

3.1 Research Approach

The study adopted a quantitative method. This served the general objectives of validating the research subject and gaining a broad and in-depth understanding of it. Quantity or amount measurement formed the foundation of the quantitative research (Kothari, 2004). This approach was used because statistical analysis, numerical data were gathered using quantitative approaches to explain, predict, and control the phenomenon being studied. A 5-point Likert scale was used to measure the quantitative data, which were gathered via a questionnaire.

3.2 Research Design

The study adopted a Descriptive Correlational Research design. This design enabled the researcher to describe existing conditions and examine the relationship between variables without manipulating them as supported by Creswell (2014). It was suitable for investigating the nature of the association between head teachers' conflict management strategies and teachers' commitment in primary schools in Nwoya District. The design combined elements of description and correlation, allowing the researcher to collect both frequency-based and relational data that provided a comprehensive understanding of the study objectives (Creswell, 2014).

3.3 The Target Population

The target population (462 respondents) consisted of 44 head teachers and 418 teachers from the selected schools in government aided primary schools in Nwoya District. Head teachers were chosen based on their expertise in conflict management and administrative roles. Teachers

were included because they are central to the teaching process and are significantly impacted by conflict management strategies.

3.4 Sample Size

The required sample size of the respondents were determined using the Krejcie and Morgan (1970) Table for sample size determination. The reasons for choosing this table was because it is internationally recognized, tested and easy to use method in determining study sample size and lastly the table does not give fractional respondents as observed in other methods. The respondents' breakdown is shown in Table 3.1.

3.1: Sampling frame

Category	Population	Sample	Sampling Technique
Head Teachers	44	39	Stratified Sampling
Teachers	418	199	Simple Random Sampling
Total	462	238	

Source: Nwoya District Local Government, School Payroll Report (2025)

As shown in Table 1, the respondent sample size was 238 out of a population of 462, drawn from all government aided primary schools in the District using the Krejcie and Morgan (1970) Table. A sample of the population was selected for this study purpose because the researcher found it practically impossible to collect data from the entire population.

3.5 Sampling Techniques

This study employed both stratified and simple random sampling techniques as supported by Etikan, Musa & Alkassim (2016). stratified sampling was used to identify and select individuals with rich information relevant to the phenomenon. Simple random sampling provided an equal and independent chance for selection.

Stratified sampling was used to select head teachers and learners due to their unique roles and experiences regarding conflict management and commitment. This technique ensured the selection of individuals who could best provide relevant data within the study context. Simple random sampling was used to select teachers, ensuring that each had an equal chance of selection. This approach enhanced the representativeness of the teacher.

3.6 Data Sources

Both primary and secondary data were utilized. Primary data were collected through questionnaires and interviews. Two trained research assistants supported the data collection. Secondary data were obtained from journal articles, reports, and prior studies related to conflict management and teacher commitment.

3.7 Data Collection Methods

This study employed quantitative data collection methods. The quantitative data were collected using structured questionnaires administered to teachers in government-aided primary schools. These questionnaires included: closed-ended items designed to measure various dimensions of teacher commitment and conflict management strategies.

3.8 Validity and Reliability of Instruments

3.8.1 Validity

Validity refers to the extent to which a research instrument accurately measures what it is intended to measure. In this study, content validity was ensured by consulting subject matter experts in education and research methodology. These experts reviewed the questionnaire items to assess their clarity, relevance, and alignment with the study's objectives. Based on their input, revisions were made to improve the quality of the items. Furthermore, the Content Validity Index (CVI) was used to quantitatively determine the proportion of items deemed valid by the experts, confirming the appropriateness of the instrument. The CVI was calculated as a fraction of the number of relevant items divided by the total number of items for each variable, if the variables score is above 0.70 then they were considered valid for the study (Yusoff, 2019). For this study, there were 46 questionnaire items and 36 of the questionnaires items were rated as relevant by the expert raters. The CVI was computed as follows:

$$\text{CVI} = \frac{\text{Number of relevant questionnaire items}}{\text{Total number of questionnaire items}}$$

$$\text{CVI} = \frac{36}{46}$$

$$\text{CVI} = 0.78$$

$$\text{CVI} = 0.85$$

The researcher therefore established a CVI value of 0.85 for the research instrument.

3.8.2 Reliability

The reliability of the study instruments was established using the Cronbach's Alpha Reliability Coefficient Test for Likert-type scales and this was in line with the general rule of thumb that Cronbach's Alpha scores of 0.6 to 0.7 is acceptable, 0.7 to 0.9 is better and above 0.90 is considered best (Sürücü, 2020). The researcher subjected the various constructs of the independent variable to the reliability test to confirm the relevance of the data collected and the findings are shown in Table 3.2. All the independent variable constructs met the reliability condition including the overall reliability of the instrument (0.72). This confirms that the instruments used were relevant for collecting the research data.

Table 1.2: Test of Reliability of the Questionnaire

Constructs	Cronbach's Alpha	Number of items
Accommodating	0.735	7
Compromising	0.74	8
Avoidance	0.673	7
Leadership and Governance	0.671	7
Organizational culture	0.758	7
Overall	0.715	36
<i>Source: Field data, 2024</i>		

3.9 Data Analysis

Following data collection, all responses were coded and entered into SPSS version 25 for analysis. Descriptive statistics such as means, standard deviations, frequencies, and percentages were computed to summarize the demographic characteristics of respondents and their general responses to the questionnaire items.

To examine the relationships between head teachers' conflict management strategies and teacher commitment, Pearson correlation analysis was conducted. This statistical method was used to assess the strength and direction of linear relationships between the key variables. Additionally,

regression analysis was employed to determine the predictive influence of different conflict management strategies on levels of teacher commitment.

3.10 Limitations and Delimitations

This study had several limitations that affected the generalizability of its findings. The research was focused on government-aided primary schools in Nwoya District, which were not representative of private schools or schools in other districts of Uganda with different socioeconomic and cultural contexts. However, the study was limited to Nwoya District and to government-aided primary schools to control for potential variations in resources, management structures, and curriculum that exist between public and private institutions

Additionally, the study's Descriptive Correlational Research Design could establish a correlation between conflict management strategies and teacher commitment but could not prove a direct causal relationship. It is possible that other, unmeasured factors such as school funding, parental involvement, or a teacher's personal life also influence their level of commitment. Hence, the study focused specifically on the relationship between head teachers' conflict management strategies and teachers' professional commitment, excluding other potential factors influencing commitment, such as salary or career progression.

3.11 Ethical Considerations

Ethical integrity was upheld throughout the study by adhering to established research ethics protocols. Ethical approval was sought and obtained from the relevant institutional review board or ethics committee prior to data collection. All participants were fully informed of the purpose, procedures, and potential risks or benefits of the study. Informed consent was obtained from each participant before participation, with the option to withdraw at any stage without penalty.

To protect the privacy and anonymity of respondents, no names or identifying details were recorded or reported. Responses were kept strictly confidential and were used solely for academic purposes. These measures ensured that the study respected participants' rights and maintained high ethical standards.

Chapter Four

Data Analysis, Presentation and Interpretation

4.0 Introduction

This chapter presented the data analysis, presentation and interpretation of the research findings based on the study's specific objectives. The study's response rate was 95%.

Demographic Characteristics

Table 4.1 presents the demographic attributes of the respondents, including gender, age, marital status, education level, qualification, years of teaching experience, and salary scale.

Table 4.1: Gender Distribution of Respondents

		Frequency	Percentage (%)
Gender	Male	182	79.8
	Female	46	20.2
Age group	21-30	24	10.5
	31-40	116	50.9
	41-50	81	35.5
	51-60	7	3.1
Marital status	Single	10	4.4
	Married	210	92.1
	Divorced	5	2.2
	Widowed	3	1.3
Highest academic level of education	Primary	0	0.0
	O' Level	0	0.0
	A' Level	0	0.0
	College	197	86.4
	University	31	13.6
	Grade III	105	46.1
	Grade V	92	40.4

Highest level of professional qualification	Graduate	31	13.6
	None	0	0.0
Years of teaching experience	1-5 years	28	12.3
	6-10 years	34	14.9
	11-15 years	87	38.2
	More than 15 Years	79	34.6
Class level	U7 lower	28	12.3
	U7 upper	156	68.4
	U6 lower	19	8.3
	U6 upper	19	8.3
	U5 lower	4	1.8
	U4	2	0.9

Source: Primary Data (2025)

The majority of the respondents were male, accounting for 79.8% (182), while 20.2% (46) were female. This indicates a significant gender imbalance among teachers in government-aided primary schools in Nwoya District. Such a disparity may reflect broader national trends in teacher recruitment, particularly in rural or semi-urban areas where male teachers often take up positions due to mobility and social expectations.

The respondents were predominantly in the 31–40 age group (50.9%), followed by those aged 41–50 (35.5%). A smaller proportion were aged 21–30 (10.5%), and only 3.1% were between 51–60 years. This distribution suggests that the teaching workforce in the District is largely composed of mid-career professionals with substantial experience, which is beneficial for institutional stability and continuity. However, the low proportion of younger teachers may indicate a gap in recent recruitment or entry into the profession.

An overwhelming 92.1% (210) of the respondents were married, while only 4.4% were single. A few reported being divorced (2.2%) or widowed (1.3%). The dominance of married individuals suggests a socially settled workforce, which could positively impact commitment and

retention. Marital status may also influence interpersonal relationships and conflict dynamics within the school environment, potentially affecting management strategies and collegiality.

In terms of academic qualifications, 86.4% (197) of the respondents held college-level education, while 13.6% (31) had attained university education. This reflects a well-qualified teaching force with post-secondary education, which is critical for professional delivery and understanding of pedagogical principles.

Regarding professional training, the majority held Grade III (46.1%) and Grade V (40.4%) qualifications, with 13.6% (31) identified as graduates. The absence of respondents without any professional qualification underscores compliance with teacher training requirements. The mix of Grade III and V qualifications suggests a workforce with varying depths of pedagogical preparation, which may affect teaching quality and professional dynamics within schools.

Most teachers had substantial experience, with 38.2% having 11–15 years of teaching, and 34.6% with more than 15 years. This indicates a predominantly experienced teaching staff, which can enhance instructional effectiveness and institutional knowledge. However, limited numbers in the early-career category may imply a need for strategies to attract and retain younger educators.

The majority of respondents taught in U7 upper (68.4%), followed by U7 lower (12.3%). The rest were distributed among U6 lower and upper (each 8.3%), U5 lower (1.8%), and U4 (0.9%). The heavy concentration in U7 suggests that a significant portion of the teaching effort is focused on final-year primary classes, which are often exam-oriented and require experienced teachers. This may also reflect strategic deployment by school management to ensure strong academic outcomes in terminal grades.

4.1 What are the Predominant Conflict Management Strategies Used by Head Teachers in Government Aided Primary Schools in Nwoya District?

The findings presented in Table 4.2 were collected using a structured questionnaire, and they revealed the predominant conflict management strategies employed by head teachers in government-aided primary schools in Nwoya District. Among the three strategies assessed compromising, avoiding, and competing, compromising emerged as the most frequently used strategy.

Table 4.2: Distribution of Responses on Conflict Management Strategies Used by Head Teachers

Conflict Management Strategies	Scale	Frequency	Percentage (%)
Compromising	Strongly Disagree	2	0.9
	Disagree	55	24.1
	Undecided	10	4.4
	Agree	142	62.3
	Strongly Agree	19	8.3
Avoiding	Strongly Disagree	10	4.4
	Disagree	55	24.1
	Undecided	48	21.1
	Agree	94	41.2
	Strongly Agree	21	9.2
Competing	Strongly Disagree	3	1.3
	Disagree	54	23.7
	Undecided	33	14.5
	Agree	130	57.0
	Strongly Agree	8	3.5

Source: Primary Data (2025)

A total of 70.6% of respondents either agreed (62.3%) or strongly agreed (8.3%) that head teachers commonly use compromising strategies to address conflicts. This suggests that head teachers frequently seek mutual solutions through negotiation and partial concessions hallmarks of the compromising style. This finding indicates a preference for finding middle ground to maintain harmony and efficiency within the school environment.

The competing strategy was also commonly reported, with 60.5% of respondents agreeing (57.0%) or strongly agreeing (3.5%) that head teachers adopt assertive, outcome-oriented methods to resolve disputes. Although slightly less dominant than compromising, this indicates that some head teachers prioritize control, authority, and firm decision-making in managing conflicts especially where swift resolution is deemed necessary.

In contrast, the avoiding strategy appeared less dominant, with only 50.4% of respondents indicating agreement (41.2%) or strong agreement (9.2%). Additionally, a relatively high proportion of respondents (21.1%) remained undecided, and another 28.5% disagreed or strongly disagreed with the presence of this strategy. This suggests that while avoidance is used by some head teachers possibly to prevent escalation or delay confrontation. It is not as favored as compromising or competing.

In summary, compromising is the most predominant conflict management strategy used by head teachers in Nwoya District, followed by competing, while avoiding is the least utilized. These results reflect a leadership culture that values dialogue and resolution but also incorporates elements of assertiveness where necessary.

The descriptive statistics in Table 4.3 provide insight into the extent to which head teachers employ different conflict management strategies in government-aided primary schools within Nwoya District. The results are based on mean scores calculated from a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), indicating the frequency or strength of usage of each strategy.

Table 4.3: Descriptive Statistics for Head Teachers' Conflict Management Strategies

		Compromising	Avoiding	Competing
N	Valid	228	228	228
	Missing	0	0	0
Mean		3.53	3.27	3.38
Std. Deviation		.977	1.063	.928

Source: Primary Data (2025)

Among the three strategies assessed (compromising, competing, and avoiding), the compromising strategy recorded the highest mean score ($M = 3.53$, $SD = 0.977$). This suggests that head teachers most frequently adopt a compromising approach, which reflects efforts to find middle-ground solutions where both parties make concessions. The relatively high mean implies that compromising is a predominant and preferred strategy for resolving interpersonal or organizational conflicts in the school setting.

The competing strategy followed with a mean score of 3.38 ($SD = 0.928$), indicating a moderate but meaningful tendency among head teachers to use assertive and authoritative approaches to conflict resolution. This may be attributed to the hierarchical nature of school leadership, where head teachers sometimes need to take decisive actions to maintain order or uphold institutional standards.

Lastly, the avoiding strategy had the lowest mean score of 3.27 ($SD = 1.063$). Although still above the neutral midpoint of 3.0, this result indicates that avoidance is the least employed conflict management strategy among head teachers in the District. Its higher standard deviation also suggests greater variability in how individual head teachers use avoidance, possibly depending on personal leadership style or the specific nature of the conflict.

In conclusion, these findings reinforce the earlier frequency results by confirming that compromising is the most predominant conflict management strategy used by head teachers in Nwoya District, followed by competing, with avoiding being the least utilized. This suggests a preference for collaborative and solution-oriented conflict resolution over passive or authoritarian methods.

4.2 What is the Level of Teachers' Commitment in Government Aided Primary Schools in Nwoya District?

This objective sought to assess the level of teachers' commitment in primary schools in Nwoya District. The findings from Table 4.4 reveal that teachers in the District generally exhibit a high level of commitment across all three dimensions.

Table 4.4: Distribution of Responses on the Level of Teachers' Commitment in Nwoya District

Level of teachers' commitment Scale		Frequency	Percentage (%)
Affective commitment	Strongly Disagree	0	0.0
	Disagree	5	2.2
	Undecided	18	7.9
	Agree	129	56.6
	Strongly Agree	76	33.3
Continuance commitment	Strongly Disagree	5	2.2
	Disagree	3	1.3
	Undecided	3	1.3
	Agree	122	53.5
	Strongly Agree	95	41.7
Normative commitment	Strongly Disagree	0	0.0
	Disagree	25	11.0
	Undecided	9	3.9
	Agree	158	69.3
	Strongly Agree	36	15.8

Source: Primary data, 2025

Affective commitment, which reflects emotional attachment and identification with the school, recorded strong levels of agreement. Over 89.9% of teachers either agreed (56.6%) or

strongly agreed (33.3%) that they are emotionally invested in their school, with only 2.2% expressing disagreement. This suggests that teachers in Nwoya District feel connected to their schools and derive a sense of belonging, which is crucial for their long-term motivation and morale.

Continuance commitment, which measures the perceived cost of leaving the organization, also reflected high scores. A total of 95.2% of teachers either agreed (53.5%) or strongly agreed (41.7%) that they are committed due to what they might lose if they left. This indicates that many teachers are aware of the professional or personal disadvantages associated with leaving their current employment, such as job security, community ties, or tenure-related benefits.

Normative commitment, the sense of moral obligation or duty to remain in the profession or at a specific school, was also evident, though slightly more varied. A majority of respondents (85.1%) agreed or strongly agreed, while 11.0% disagreed. The relatively high agreement suggests that teachers in Nwoya District generally feel a strong sense of responsibility and loyalty toward their schools and the learners they serve.

Taken together, these findings highlight that teachers in Nwoya District primary schools demonstrate significant levels of professional commitment, particularly in terms of emotional engagement and perceived obligation. This bodes well for school effectiveness, as teacher commitment has been positively associated with improved student outcomes, reduced absenteeism, and greater involvement in school development initiatives. However, the slight variation in normative commitment indicates a need for school leaders to reinforce values of professionalism and institutional loyalty through supportive leadership practices and recognition.

Table 4.5: Descriptive Statistics for Teachers' Commitment in Primary Schools in Nwoya District

		Affective commitment	Continuance commitment	Normative commitment
N	Valid	228	228	228
	Missing	0	0	0
Mean		4.21	4.31	3.90
Std. Deviation		.677	.765	.793

Minimum	2	1	2
Maximum	5	5	5

Source: Primary Data (2025)

The descriptive statistics presented in Table 4.5 show that teachers reported high levels of commitment across all three dimensions, with the highest mean score observed in continuance commitment ($M = 4.31$, $SD = 0.765$), followed closely by affective commitment ($M = 4.21$, $SD = 0.677$) and normative commitment ($M = 3.90$, $SD = 0.793$).

The high mean score in continuance commitment suggests that many teachers perceive substantial costs associated with leaving their current school positions. These may include financial benefits, job security, or accumulated service years. This implies that pragmatic and stability-related concerns play a major role in teachers' decisions to remain in the profession or in their current postings.

The mean for affective commitment (4.21) reflects strong emotional attachment and identification with the school. This indicates that most teachers feel positively about their workplace and are genuinely motivated to contribute to its success. Affective commitment is particularly important because it has been linked to higher levels of discretionary effort, collaboration, and professional resilience.

Lastly, normative commitment, while still relatively high, registered the lowest mean score (3.90). This dimension reflects a sense of duty or moral obligation to remain with the school. The slightly lower mean suggests that while many teachers feel loyal, this sense of obligation may not be as strong or uniformly distributed across the teaching staff as the other two forms of commitment.

In summary, the data reveal that teachers in Nwoya District exhibit strong/high level of commitment to their schools, with a notable emphasis on pragmatic (continuance) and emotional (affective) factors. This highlights the need for head teachers to nurture these dimensions particularly normative commitment through supportive leadership, inclusive policies, and recognition programs that reinforce teachers' sense of professional duty and belonging.

4.3 What is the Relationship Between the Head Teachers' Conflict Management Strategies and Teachers' Commitment in Government Aided Primary Schools in Nwoya District?

To examine the association between the conflict management strategies employed by head teachers and the various dimensions of teacher commitment, Pearson correlation and regression analyses were conducted. The results, presented in the correlation matrix, model summary, and coefficient tables provide insights into the strength and direction of the relationships among the variables under study.

The results in Table 4.6 present Pearson correlation coefficients examining the relationship between the three conflict management strategies (compromising, avoiding, and competing) and the three dimensions of teachers' commitment (affective, continuance, and normative) in primary schools in Nwoya District.

Table 4.6: Pearson Correlation Coefficients between Conflict Management Strategies and Teachers' Commitment

		Compromising	Avoiding	Competing	Affective commitment	Continuance commitment	Normative commitment
Compromising	Pearson Correlation	1	.338**	.353**	.451**	.182**	.127
	Sig. (2-tailed)		.000	.000	.000	.006	.055
Avoiding	Pearson Correlation	.338**	1	.288**	.313**	.242**	.214**
	Sig. (2-tailed)	.000		.000	.000	.000	.001
Competing	Pearson Correlation	.353**	.288**	1	.242**	.287**	.142**
	Sig. (2-tailed)	.000	.000		.000	.000	.032

Affective commitment	Pearson Correlation	.451**	.313**	.242**	1	.541**	-.084
	Sig. (2-tailed)	.000	.000	.000		.000	.209
Continuance commitment	Pearson Correlation	.182**	.242**	.287**	.541**	1	.175**
	Sig. (2-tailed)	.006	.000	.000	.000		.008
Normative commitment	Pearson Correlation	.127	.214**	.142**	-.084	.175**	1
	Sig. (2-tailed)	.055	.001	.032	.209	.008	
**. Correlation is significant at the 0.05 level (2-tailed).							

Source: Primary Data (2025)

The compromising strategy showed a moderately statistically significant positive correlation with affective commitment ($r = 0.451$, $p < 0.05$), indicating that when head teachers employ compromising approaches, teachers are more likely to develop emotional attachment and identification with their schools. Additionally, compromising has a very weak statistically significant positive correlation with continuance commitment ($r = 0.182$, $p < 0.05$), suggesting that this strategy may lead to limited enhancement of teachers' willingness to stay based on the perceived costs of leaving. The correlation with normative commitment ($r = 0.127$, $p = 0.05$), however, was weaker and not statistically significant at the 0.05 level, indicating limited influence on teachers' sense of obligation to remain.

The avoiding strategy demonstrated weak positive statistically significant correlation with all three dimensions of the dependent variable: affective commitment ($r = 0.313$, $p < 0.05$), continuance commitment ($r = 0.242$, $p < 0.05$), and normative commitment ($r = 0.214$, $p < 0.05$). Although avoidance is often seen as a less proactive approach, this finding suggests that in the context of Nwoya District, there was selective use of avoidance possibly to de-escalate tension might contribute to preserving harmony and maintaining professional engagement.

The competing strategy also showed weak statistically significant correlation with affective commitment ($r = 0.242$, $p < .005$), continuance commitment ($r = 0.287$, $p < 0.05$), and normative commitment ($r = 0.142$, $p < 0.05$). This implies that assertive and directive management may still influence commitment positively, particularly in contexts where firm leadership is culturally expected or needed to ensure discipline and goal clarity.

Overall, these findings confirm that head teachers' conflict management styles are significantly related to teachers' commitment, with compromising showing the strongest association, especially with affective commitment. This result supports the view that relational and participatory conflict-handling practices foster stronger emotional and professional bonds among teachers.

Chapter Five

Discussions, Conclusions and Recommendations

5.0 Introduction

This chapter presented the discussions, conclusions and recommendations of the study, based on the three specific objectives of this study; to determine the predominant conflict management strategies used by head teachers in government aided primary schools in Nwoya District; to investigate the level of teacher commitment in government aided primary schools in Nwoya District; to investigate the relationship between head teachers' conflict management strategies and teachers' commitment in government aided primary schools in Nwoya District.

5.1 Predominant Conflict Management Strategies Used by Head Teachers in Government Aided Primary Schools in Nwoya District

The findings from this study revealed that the most predominant conflict management strategy employed by head teachers in government-aided primary schools in Nwoya District was compromising, followed closely by competing, and lastly avoiding. Quantitative data showed that 70.6% of respondents agreed or strongly agreed that head teachers frequently used compromising approaches, reflecting a deliberate effort to find mutually acceptable solutions during conflicts. The competing strategy was also used regularly, with 60.5% of respondents endorsing its application, particularly in situations requiring assertive decision-making. Conversely, the avoiding strategy was the least employed, suggesting a general preference for more proactive conflict resolution techniques. These results were consistent with the mean scores, where compromising recorded the highest mean ($M = 3.53$), followed by competing ($M = 3.38$), and avoiding ($M = 3.27$).

The dominance of the compromising strategy aligns with leadership practices that emphasize participatory decision-making and collaborative problem-solving, an approach particularly important in educational institutions where inclusivity fosters cohesion. In the Ugandan primary education context, where resource constraints and interpersonal tensions are common, compromise offers a balanced path to resolution by incorporating the perspectives of both the school administration and teaching staff. This strategy promotes fairness and transparency, which are essential for trust-building and organizational harmony. Manzoor et al., (2024) further

emphasized that in early-grade classrooms, compromising was commonly used by teachers and leaders to sustain professional relationships and resolve conflicts pragmatically.

Additionally, Vinokur et al., (2024) argued that training in relational conflict management equips school leaders with tools to facilitate dialogue and shared understanding, particularly in emotionally charged environments. This underscores the importance of building head teachers' capacity in handling conflict using constructive strategies. Furthermore, Valente and Lourenço (2020) highlighted that emotionally intelligent leaders are more likely to use cooperative conflict styles such as compromising or integrating, as these strategies are rooted in empathy, active listening, and emotional regulation, all crucial traits in school leadership.

In summary, the preference for compromising as a dominant conflict management strategy among head teachers in Nwoya District reflects a deliberate move toward participatory and emotionally intelligent leadership. Such approaches are not only effective for conflict resolution but are also linked to enhanced teacher satisfaction and a positive school climate. However, the moderate use of competing strategies suggests that head teachers occasionally resort to authoritative leadership, possibly in scenarios demanding swift decision-making or institutional compliance. The relatively low usage of avoiding confirms the growing recognition that unresolved conflict may hinder staff cohesion and institutional performance.

5.2 What is the Level of Teachers' Commitment in Primary Schools in Nwoya District?

The second objective of this study aimed to assess the level of teachers' commitment in government-aided primary schools in Nwoya District. The findings revealed that teachers demonstrated a high level of affective and continuance commitment, and a moderate level of normative commitment. Specifically, 89.9% of respondents agreed or strongly agreed that they were emotionally connected to their school (affective commitment), while 95.2% indicated that they remained with their school due to perceived costs of leaving (continuance commitment). Normative commitment, although positive, had a slightly lower proportion of agreement (85.1%), suggesting a moderate sense of obligation among teachers to remain with their institutions.

The high level of affective commitment is a positive indicator for school improvement efforts, teacher engagement, and retention. Teachers with strong emotional attachment to their school are more likely to invest time and energy in student outcomes, support peer collaboration,

and align with institutional goals. This form of commitment reflects intrinsic motivation and contributes to long-term institutional loyalty. As Akartuna and Serin (2022) explain, emotionally engaging environments often shaped by school culture and leadership enhance affective commitment, especially during and after crises like the COVID-19 pandemic. Likewise, Akhtar and Hassan (2021) found that among university faculty in Pakistan, affective commitment was the most dominant form of organizational commitment, particularly when leaders practiced inclusive decision-making and conflict resolution.

The study's findings also reinforce the relevance of Meyer and Allen's Three-Component Model of organizational commitment in the education sector. According to Latha and Kiranmayi (2023) and Azdha et al., (2023), the multidimensional model effectively captures the different psychological reasons why employees remain in their jobs, emotional attachment (affective), cost-benefit calculations (continuance), and a sense of duty (normative). In this study, while all three dimensions were present, it was clear that emotional engagement and practical considerations (such as job security and experience) outweighed normative loyalty. This indicates that most teachers remain committed not only out of passion but also due to practical constraints, such as lack of alternative opportunities or long-term investments in their schools.

The findings are also consistent with regional studies. For example, Massawe and Osaki (2024), in their study of public primary schools in Tanzania, emphasized that teachers' commitment was a critical determinant of school performance, especially in resource-constrained settings. They found that commitment positively influenced teacher attendance, classroom preparation, and student support. Similarly, Kakiga et al., (2024) noted that teacher commitment in Ugandan schools was closely linked to motivation, which in turn depended on effective leadership, recognition, and manageable workloads. In Nwoya District, the high levels of commitment suggest that despite the operational challenges, many teachers remain motivated and dedicated to their roles likely influenced by supportive leadership, community expectations, and a deep sense of professional identity.

In summary, the study established that teachers in Nwoya District exhibit strong affective and continuance commitment, with moderate normative attachment. These patterns affirm the critical role of school leadership, emotional connection, and organizational support in shaping teacher loyalty and performance. The data further highlight that enhancing emotional and practical

ties through fair leadership, conflict management, and recognition, may be more effective than relying solely on moral obligation to retain and motivate teachers.

5.3 What is the Relationship Between Head Teachers' Conflict Management Strategies and Teachers' Commitment?

The third objective of this study examined the relationship between head teachers' conflict management strategies (compromising, avoiding, and competing) and the three components of teachers' commitment: affective, continuance, and normative. The results from both Pearson correlation and regression analyses revealed statistically significant associations, with nuanced differences across commitment dimensions. These findings are supported by previous studies by Farooqi et al. (2023) observed that collaborative and compromising strategies positively influence teachers' job performance in educational settings, as they empower staff and reduce tension. Similarly, Onuorah et al., (2023) confirmed that head teachers who use participatory conflict management strategies enhance teacher effectiveness and morale in public schools. These results also echo the findings of Anseng (2023), who reported that compromising and assertive approaches were more effective than avoidance in managing staff conflicts in primary schools.

The correlation matrix showed that compromising had the strongest positive correlation with affective commitment ($r = .451, p < .01$), suggesting that when head teachers seek mutually beneficial resolutions, teachers are more likely to feel emotionally invested in their schools. Avoiding and competing also demonstrated positive but weaker associations with affective and continuance commitment, though competing had no significant correlation with normative commitment. Regression analysis further confirmed that compromising was a strong predictor of affective commitment ($\beta = .372, p < .001$), while competing and avoiding were more predictive of continuance commitment. Notably, competing had no significant impact on affective or normative commitment, while avoiding significantly predicted all three forms, though to varying degrees.

These findings align with the work of Kashif et al., (2024) and Lutog and Aoanan (2024), who demonstrated that collaborative conflict management styles, particularly compromise and integration, are positively associated with increased levels of organizational commitment in teachers. Teachers feel more respected and valued when their concerns are considered, which strengthens emotional attachment and loyalty. The present findings reaffirm this, particularly in

the context of affective commitment, where emotional bonds to the institution are shaped by reciprocal and fair conflict engagement.

The pattern of results also echoes Pastrana et al., (2021), who found that competing strategies were more likely to influence continuance commitment as teachers may remain in their positions due to structural or psychological costs of exit rather than emotional or moral reasons. This distinction was observed in the current study, where competing significantly predicted continuance commitment ($\beta = .223$, $p < .01$) but not affective commitment, suggesting that assertive leadership may reinforce compliance but not necessarily emotional loyalty.

More broadly, the role of the head teacher's conflict handling competency in fostering teacher morale and retention has been emphasized in related studies. For instance, Djonra and Aki (2023) concluded that conflict-sensitive leadership in schools directly contributes to improved teacher job effectiveness, while Igbinoba et al., (2023) observed that poorly managed conflict leads to reduced teacher engagement and high turnover. In the Ugandan primary school context, where resource and infrastructure constraints are already high, the ability of school leaders to constructively manage disagreements becomes even more critical for maintaining a stable and motivated teaching workforce.

From a theoretical perspective, these findings are well explained by Social Exchange Theory (SET), as discussed by Ahmad et al., (2023). According to SET, reciprocal interactions between leaders and subordinates such as fair conflict resolution enhance relational trust, loyalty, and long-term commitment. When head teachers engage teachers respectfully and equitably in resolving disputes, teachers perceive the relationship as mutually beneficial, increasing their desire to stay and contribute positively to the school.

Additionally, the Dual Concern Theory provides another lens for interpreting these results. As Moon and Browning (2022) and Mierlo and Hooft (2024) noted that effective conflict management involves balancing concern for one's own interests (assertiveness) with concern for others (cooperativeness). The compromising style, which strikes this balance, proved to be the most effective in building affective commitment in the present study. Conversely, the competing strategy, which emphasizes self-interest, may undermine relational trust and affective ties, even if it enforces discipline and structure.

In summary, the study underscores that head teachers' choice of conflict management style significantly influences teacher commitment. Collaborative approaches like compromising not only foster emotional engagement but also reinforce institutional loyalty, while assertive or avoidant styles may offer temporary stability through continuance commitment but fail to deepen teacher satisfaction or belonging. This highlights the critical importance of building conflict-sensitive leadership capacities in Ugandan schools as a strategy for sustaining teacher morale and improving school performance.

5.4 Conclusions

5.4.1 Objective One

The findings indicated that compromising was the predominant conflict management strategy used by head teachers in Nwoya District, followed by competing and avoiding. This predominance of compromise suggests a participatory leadership style, where head teachers are willing to find middle-ground solutions and engage staff in conflict resolution. The use of such a strategy supports the creation of a harmonious school climate and promotes mutual respect, which is essential for effective teamwork and institutional stability. The relatively lower usage of avoidance implies that head teachers acknowledge the importance of addressing, rather than suppressing, workplace conflict.

5.4.2 Objective Two

The study revealed high levels of affective and continuance commitment, with affective commitment emerging as the strongest among the three dimensions. Teachers demonstrated strong emotional attachment to their schools and a clear awareness of the practical costs of leaving. Normative commitment, while present, was comparatively moderate. These findings suggest that teachers in Nwoya District are emotionally engaged and professionally tied to their schools, although their sense of moral obligation to remain is less pronounced. These patterns reflect a professional culture influenced by supportive leadership, job security considerations, and contextual factors such as community expectations and workload distribution.

5.4.3 Objective Three

The results demonstrated significant positive relationship between conflict management strategies and various dimensions of teacher commitment. Compromising significantly predicted affective commitment, indicating that teachers are more emotionally invested when leaders seek mutual understanding in conflict resolution. Avoiding and competing strategies were more closely associated with continuance commitment, suggesting that teachers in such environments may remain in their roles out of necessity rather than passion. These findings reinforce the relevance of the supportive Social Exchange Theory, which posits that mutual respect and fairness in interactions foster deeper emotional and professional bonds.

5.5 Recommendations

Based on the findings and conclusions, the following recommendations are proposed to enhance conflict management practices and teacher commitment in primary schools:

1. Continuous Training: Educational authorities should design and implement leadership training focused on collaborative conflict resolution styles, such as compromising and integrating.
2. Open Communication: School leaders should foster open communication channels and ensure teachers feel heard and included in decision-making.
3. Emotional Intelligence: Head teachers should apply emotional intelligence techniques to manage diverse personalities and emotions constructively during conflict.
4. Performance Appraisal: Incorporate conflict resolution indicators into the performance appraisal frameworks for both teachers and head teachers.

5.6 Areas for Further Research

1. Geographical and Cultural Differences: Replicate the study in other regions of Uganda to explore differences in conflict management and teacher commitment.
2. Qualitative Studies: Conduct qualitative studies to capture the nuanced experiences of teachers regarding conflict and its influence on their job satisfaction and school loyalty.
3. Longitudinal Research: Undertake longitudinal research to assess how improvements in conflict resolution over time influence teacher retention and institutional performance.

4. Other Factors: Investigate the role of school culture, leadership gender, and generational differences in shaping conflict resolution styles and commitment levels.

References

- Ahmad, R., Nawaz, M. R., Ishaq, M. I., Khan, M. M., & Ashraf, H. A. (2023). Social exchange theory: Systematic review and future directions. In *Frontiers in Psychology* (Vol. 13). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2022.1015921>
- Akartuna, I. Ş. S., & Serin, O. (2022). COVID-19 Impact on Teachers' Organizational Commitment in Schools. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.810015>
- Akhtar, N., & Hassan, S. S. (2021). Conflict Management Styles as Predictors of Organizational Commitment in University Teachers. *Journal of Behavioural Sciences*, 31(1), 2021.
- Anseng, S. A. (2023). *Conflict Management Style and Development Outcomes of Public Elementary Schools in Lambayong District-I*. www.globalscientificjournal.com
- Azdha, A., Jusoh, M., & Tham, J. (2023). *Validating Meyer and Allen's Three Component Model Employee Commitment Survey in the Context of the Resort Sector of the Maldives*.
- Djonra, M., & Aki, Dr. E. M. (2023). School Principals' Conflict Management Strategies as a Determinant of Teachers' Job Effectiveness in Catholic Secondary Schools in the Wouri Division, Littoral Region of Cameroon. *The American Journal of Interdisciplinary Innovations and Research*, 5(8), 14–27. <https://doi.org/10.37547/tajir/Volume05Issue08-04>
- Drigas, A., Papoutsis, C., & Skianis, C. (2023). Being an Emotionally Intelligent Leader through the Nine-Layer Model of Emotional Intelligence. The Supporting Role of New Technologies. *Sustainability (Switzerland)*, 15(10). <https://doi.org/10.3390/su15108103>.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.
- Fauquet-Alekhine, P., & Lahlou, S. (2022). Performance in Collaborative Activity: Contribution of Intersubjectivity Theory. *Journal of Psychology & Behavior Research*, 4(1), p11. <https://doi.org/10.22158/jpbr.v4n1p11>

- Igbinoba, E., Salau, O., Atolagbe, T., & Joel, O. (2023). Bolstering conflict management strategies and sustainable commitment of academic staff in selected public universities. *Heliyon*, 9(2). <https://doi.org/10.1016/j.heliyon.2022.e12597>
- Irby, B. J., Pashmforoosh, R., Druery, D. M., Lara-Alecio, R., Tong, F., Etchells, M. J., & Algert, N. T. (2022). Virtual professional development on conflict management for school leaders. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.849278>
- Kakiga, T. D., Kaggwa, R. V. T., & Kasujja, J. P. (2024). Teacher Motivation and Learners' Academic Performance in the Selected Uganda Peoples' Defence Forces Founded Primary Schools in Central Uganda. *European Journal of Education Studies*, 11(7). <https://doi.org/10.46827/ejes.v11i7.5430>
- Kashif, M. F., Zabrin, T., & Tabassum, R. (2024). Effect of Conflict Management Styles on Organizational Commitment of University Teachers. *Annals of Human and Social Sciences*, 5(I). [https://doi.org/10.35484/ahss.2024\(5-i\)19](https://doi.org/10.35484/ahss.2024(5-i)19)
- Kazibwe, D. (2023). Households in Conflict Network Violent Conflicts and Educational Outcomes: The LRA Insurgency in Northern Uganda Revisited. *Households in Conflict Network*.
- Khan, S. R., Atta, M. A., & Gul, M. (2020). Conflict Management Styles Concerning Administrative Experience of Principal at Higher Secondary School Level. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 17(9).
- Latha, P. V., & Kiranmayi, Y. S. (2023). Organizational Commitment: A Review of Conceptual Framework of Three-Component Model. *International Journal for Multidisciplinary Research (IJFMR)*, 5(6). www.ijfmr.com
- Lutog, M. J. P., & Aoanan, G. O. (2024). Conflict Management Styles, Workplace Incivility and Organizational Commitment of Teachers in Region XI: an Explanatory Sequential Design. *The Future of Education Journal*, 3(5), 1731–1748. <https://journal.tofedu.or.id/index.php/journal/index>

- Manla, V. H. (2021). School Climate: It's Impact on Teachers' Commitment and School Performance. *Journal of World Englishes and Educational Practices*, 3(2), 21–35. <https://doi.org/10.32996/jweep.2021.3.2.3>
- Manzoor, M., Rukhsana Durrani, & Sajid Manzoor. (2024). Conflict Management Strategies used by Early Grade Teachers: A Qualitative Approach. *Annals of Social Sciences and Perspective*, 5(1), 31–39. <https://doi.org/10.52700/assap.v5i1.359>
- Massawe, E. O., & Osaki, K. (2024). The Effects of Accepting Teachers' Commitment at Work in Public Primary Schools in Dar Es Salaam City Council, Tanzania. *International Journal of Multidisciplinary Research and Growth Evaluation*, 5(6), 1158–1164. www.allmultidisciplinaryjournal.com
- Moon, B., & Browning, N. (2022). When publics collide: Developing the dual orientation conflict model in inter-public conflict. *Public Relations Review*, 48(4), 102211. <https://doi.org/10.1016/J.PUBREV.2022.102211>
- Nabawanuka, P., & Kamugisha, S. (2024). Teachers Absenteeism and Students' Academic Performance in Lower Secondary Schools in Uganda. A Case Study of Nyenga Sub-County Buikwe District. *Metropolitan Journal of Social and Educational Research*, 3, 446–458. <https://www.researchgate.net/publication/387083730>
- Naseem, R. (2023). Relationship between Principal's Compromising, Competing and avoiding Conflict Management Styles with Academic Achievement. *Annals of Human and Social Sciences*, 4(3), 908–919. [https://doi.org/10.35484/ahss.2023\(4-III\)83](https://doi.org/10.35484/ahss.2023(4-III)83)
- Nwoya District Local Government. (2025). *Population & culture. Nwoya District*. Retrieved April 30, 2025, from <https://nwoya.go.ug/lg/population-culture>.
- Ojika, T. (2024). Does Collaboration and Avoidance as Conflict Management Strategies Enhance University Development in South-South Nigeria? *International Journal of Scientific Research in Education*, 17(3), 369–392.
- Onuorah, H. C., Chukwu, N. R., & Oshia, E. C. (2023). Principals' Conflict Management Strategies as Correlates of Teachers Job Effectiveness in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Management and Policy (UJOEMP)*, 5(1).

- Pastrana, R. R. M., Wagan, K. C., & Nuqui, A. V. (2021). School Leaders' Conflict Management Styles and Teacher' Organizational Commitment in the New Normal. *International Journal of Academic Multidisciplinary Research*, 5, 105–109. <https://doi.org/10.13140/RG.2.2.15789.26080>
- Paunan, R., Tai, M. K., & Jain, J. (2024). A Systematic Literature Review on Teacher Commitment: Methodological and Contextual Trends and its Conceptualization (2018-2022). *International Journal of Academic Research in Progressive Education and Development*, 13(3). <https://doi.org/10.6007/IJARPED/v13-i3/22002>.
- Tamunodiepiriye, I. P., Bedzra, L., & Essuman, J. (2022). Conflict management strategies, a panacea for effective educational leadership. *Gyan Management*, 16(1), 1-15.
- Valente, S., & Lourenço, A. A. (2020). Conflict in the Classroom: How Teachers' Emotional Intelligence Influences Conflict Management. *Frontiers in Education*, 5. <https://doi.org/10.3389/educ.2020.00005>
- Van Mierlo, H., & van Hooft, E. A. J. (2024). Dual pathways to high performance: Team achievement goals, cooperation, and competition in elite sports teams. *Journal of Applied Sport Psychology*. <https://doi.org/10.1080/10413200.2024.2383874>
- Vinokur, E., Yomtovian, A., Marom, M. S., Itzhakov, G., & Baron, L. (2024). Social-based learning and leadership in school: conflict management training for holistic, relational conflict resolution. *Frontiers in Social Psychology*, 2. <https://doi.org/10.3389/frsps.2024.1412968>
- Wilke, A. M., Green, D. P., & Tan, B. (2022). Encouraging Community Action Against Teacher Absenteeism: A Mass Media Experiment in Rural Uganda. *Journal of Development Studies*, 58(5), 915–930. <https://doi.org/10.1080/00220388.2021.2008367>
- Xu, Z., & Pang, N. S. K. (2024). Promoting Teachers' Organizational Commitment: The Effects of Authentic Leadership, Teachers' Well-Being and Social–Emotional Competence. *Behavioral Sciences*, 14(10). <https://doi.org/10.3390/bs14100862>

APPENDICES

Appendix A: Consent form for Head teachers and teachers

“Head teachers conflict management strategies and teachers commitment in Primary Schools in Nwoya District”

Dear respondent,

You are invited to participate in a research study on head teachers’ conflict management strategies and teachers’ commitment in primary schools within Nwoya District. You are selected as a possible participant because of your knowledge in this field. We ask that you read this form and ask any questions you may have before agreeing to get involved in the study.

The purpose of this study is to examine the major conflict management strategies used by head teachers in solving conflicts in primary schools, assess the impact of conflict management strategies on teacher’s commitment and establish the relationship between conflict management strategies and teachers commitment in primary schools

If you agree to be in this study, i will ask you to fill in the correct responses from the set of questions/statements provided. I do not anticipate any risks for you participating in this study, other than those encountered in the day-to-day life. The direct benefits to participating is that it will facilitate furnishing of data for my research purpose

This is a voluntary Nature of Participation: Your decision whether or not to participate will not affect your current or future relations with me. If you decide not to participate, you are free to withdraw at any time without affecting the relationships.

Confidentiality: The research data will be kept in a locked file (or password protected computer file or other secure location); where only the researchers and supervisors will have access to the records

You will be given a copy of this form to keep for your records.

Statement of Consent: I have read the above information, and have received answers to any questions I asked. I am at least 18 years old and I consent to participating in the study.

Signature of Participant _____ Date _____

Signature of Principal Investigator: _____ Date _____

This consent form will be kept by the researcher for at least three years beyond the end of the study and is approved by the University dated.....

Appendix B: Questionnaire for Head Teachers and Teachers

Dear Participant, I am carrying out a study in which your assistance is of great importance. The study is part of the requirements for an award of a Master's Degree of Education in Education Management of Gulu University. The title of the Study is the "Head teacher's conflict management strategies and teacher's commitment in Primary Schools in Nwoya District". Kindly respond to the items presented in this Questionnaire. The information you give will be treated and kept confidential and will be used only for research purpose.

Thank you for your support in this study.

Achola Harriet

0782053992

Section: A Bio Data

Instruction: Please read each sentence carefully and put a tick ☐ or a brief explanation in the options provided

1.1 Demographic Information

1. What is your gender? (i) Male ☐ (ii) Female ☐

2. Which one is your age group?

i) 21-30 ☐ (ii) 31-40 ☐ (iii) 41-50 ☐ (iv) 51-60 ☐

3. What is your marital status?

(a) Single ☐ (b) Married ☐ (c) Divorced ☐ (d) Widowed ☐

4. What is your highest academic level of education?

(i) Primary ☐ (ii) O' Level ☐ (iii) A' Level ☐ (iv) Collage ☐ (v) University ☐

5. What is your highest level of professional qualification?

i) Grade III ☐ (ii) Grade V ☐ (iii) Graduate ☐ (iv) None ☐

6. How many years of teaching experience? -----

i) U7 Lower [] (ii) U7 Upper [] (iii) U6 Lower [] (iv) U6 Upper [] (v) U5 Lower []

Section B: Conflict management strategies

Instruction

Choose only one answer for each statement from the alternative answers provided by Ticking [] on how strongly you agree or disagree using the scale: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), strongly Disagree (1), such that 5 is the highest score and 1 the lowest score

No	Statement on Conflict Management Strategies	SD	D	UD	A	SA
	Compromising					
1	Compromise is being widely practiced in my school.					
2	Compromising as a conflict management strategy involves trying to find a common ground that partly satisfies both parties					
3	Most times the headteacher uses compromise to ensure peaceful educational environment.					
4	Compromising as a conflict management strategy provide faster resolution					
5	Head teachers have often found temporary solutions to management of conflict through compromise					
6	Quite often head teachers have lowered the level of tensions via compromise					
7	Every party cannot always be entirely satisfied in every conflict situation.					
	Avoiding	SD	D	UD	A	SA
1	One way to solve a problem is by avoiding the problem.					
2	An individual is always inclined to neither address their own problems nor the problems of others.					

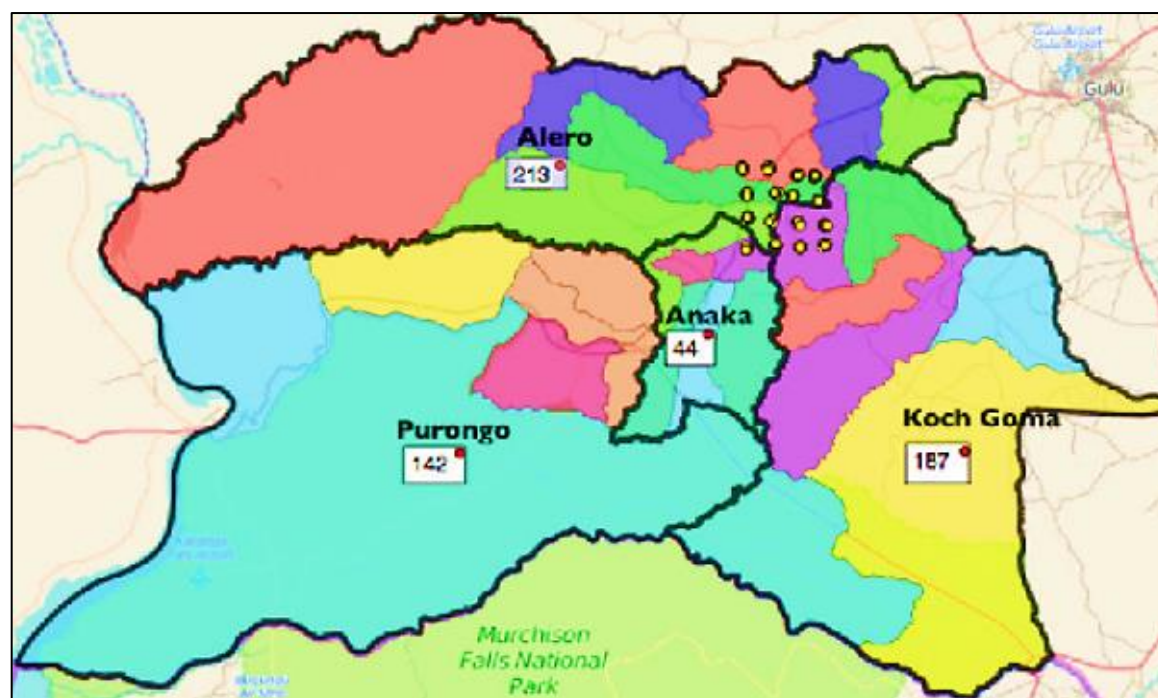
3	When I avoid solving a problem it is seen as a diplomatic move to bypass or ignore the issue.					
4	The headteacher quite often avoid handling management problems in my school.					
5	Many conflicts within the schools end up fading by themselves.					
6	Headteachers use avoidance in order to avoid stress resulting from conflict.					
7	Some headteachers use avoidance because it saves time.					
8	Headteachers use of avoidance management strategy end up increasing conflict in schools.					
	Competing	SD	D	UD	A	SA
1	Competition involves pushing of your own way to control the situation.					
2	During competition only one's concerns are addressed at the expense of the other party.					
3	Most headteachers prefer to compete to get solutions to problems.					
4	Competition is less commonly used by headteachers.					
5	Competition is advantageous because less time is consumed in making decision in my school.					
6	Competition is good because timely actions are undertaken.					
7	Competing conflict management strategy is good for group dynamics.					
Statements on Teachers' Commitment						
	Affective Commitment	SD	D	UD	A	SA
1	I feel emotionally attached to my current school.					
2	I enjoy discussing my school with people outside the workplace.					

3	I feel like part of a family at this school.					
4	I would be very happy to spend the rest of my career in this school.					
5	Working in this school inspires me to give my best effort.					
6	I feel a strong sense of belonging to this school.					
	Continuance Commitment	SD	D	UD	A	SA
1	It would be very hard for me to leave this school right now, even if I wanted to.					
2	Too much of my life would be disrupted if I decided to leave this school.					
3	I stay in this school because I feel I have few options elsewhere.					
4	Leaving this school would mean sacrificing valuable professional relationships.					
5	It would be costly for me to leave this school due to benefits or tenure.					
6	Remaining in this school is the safest option for my career.					
	Normative commitment	SD	D	UD	A	SA
1	I feel a sense of moral obligation to remain in this school.					
2	I believe that loyalty to my school is a duty.					
3	I would feel guilty if I left this school.					
4	My school deserves my commitment for the support it has given me.					
5	I feel I ought to remain in this school even if other opportunities arise.					
6	I believe committed teachers contribute to the success of their school.					

7	Staying in this school is the right thing to do.					
Statements on Organizational Factors						
	Leadership and Governance	SD	D	UD	A	SA
1	Our school has a clear vision statement to guide the teachers.					
2	Our school has a functional leadership & governance structure.					
3	Regular staff meetings are organized within the school.					
4	There are avenues for staff motivation following good performance within our school.					
5	Quality accountability for all advanced funds are prepared by the school Management.					
6	Community members participate in making decisions regarding this school.					
7	Our school is regularly supervised by higher level education managers.					
	Organizational Culture	SD	D	UD	A	SA
1	There is a positive organization value system within our school.					
2	The school provides a disciplined work atmosphere to its teachers.					
3	The disciplined work atmosphere improves on teachers' commitment to their work					
4	Open communication with regular feedback is practiced within our school.					
5	The teachers trust their supervisors in this school.					
6	Teachers are recognized for their team contributions within our school.					
7	The headteacher encourages participatory engagement among teachers					

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY!

Appendix C: Map of Nwoya District, Uganda



Appendix D: Krejcie and Morgan Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix E: Introductory Letter

GULU P.O. BOX 166 GULU		UNIVERSITY TEL: +256471432922
---------------------------	---	----------------------------------

OFFICE OF THE DEAN, FACULTY OF EDUCATION AND HUMANITIES

26th APRIL 2024

TO : WHOM IT MAY CONCERN

This is to introduce to you Ms. Achola Harriet (Reg No. 20/U/2620/MED/PS) a student pursuing a programme of study leading to an award Master of Education in Education Management of Gulu University, Master of Gulu University.

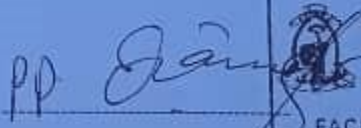
She is undertaking research on the Topic:

HEAD TEACHERS' CONFLICT MANAGEMENT STRATEGIES AND TEACHERS' COMMITMENT IN GOVERNMENT AIDED PRIMARY SCHOOLS IN NWOYA DISTRICT

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to her in relation to this research work will be highly appreciated.

Yours faithfully,


Dr. Denis Thaddeus Ofayuru

GULU UNIVERSITY

28 JUL 2025 ★
FACULTY OF EDUCATION
AND HUMANITIES

Dean, Faculty of Education and Humanities