



**Headteachers' Conflict Management Strategies and Teachers' Role Performance in
Government-Aided Primary Schools in Butaleja District, Uganda**

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**A Dissertation Submitted to the Directorate of Graduate Studies, Research, and
Innovations in Partial Fulfillment of the Requirements for the Award of the Degree of
Master of Educational Leadership and Management of Busitema University**

Declaration

I declare that this research dissertation has been prepared following the rules and regulations of Busitema University governing writing of dissertations and that:

- the dissertation is my original effort and has been checked for plagiarism.
- the information and documents within the dissertation were taken within the appropriate academic perspective.
- the figures and statistics within the dissertation, where applicable, comply with scientific rules.
- the works of other authors have been duly acknowledged through appropriate citation and referencing.
- to the best of my knowledge this dissertation has not been presented to any institution/university for any academic award.

Signed:.....*Higenyi*.....

Date:.....*18/11/2024*.....

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Approval

This dissertation titled “**Headteachers’ Conflict Management Strategies and Teachers’ Role Performance in Government-aided Primary Schools in Butaleja District, Uganda**” has been written by **Mr. Higenyi Yokosani** (Reg. No. BU/G20/EDM/6) under my guidance and is hereby submitted with my approval as the supervisor.

Supervisor



Signature

Date 18/11/2024

Assoc. Prof. Dennis Zami Atibuni

Dedication

I dedicate this dissertation to my wife Brenda Akongo and my children Higenyi Yurri Gagaline, Weere Linda Sheila, and Mushedami Malcom.

Acknowledgements

I thank the Almighty God for his blessings throughout my research journey. Heartfelt gratitude goes to my supervisor Prof. Dennis Zami Atibuni for the guidance, patience, inspiration, and encouragement throughout the process leading to this piece. May the Almighty God bless his work and reward him abundantly.

To all the academic staff of the Department of Education, especially Dr. Muhamadi Kaweesi, Dr. Charles Eryenyu, Dr. Margaret Stella Suubi Ujeyo, Dr. Richard Kasirye, Dr. Edward Andama , Mr. Leonard Wamakote, and Ms. Deborah Manyiraho for taking me through theory papers that were key in informing the research process leading to this dissertation.

I also pay gratitude to my course mates especially Kintu Godfrey, Mudangha David and Odoi Joachim for creating an active learning environment that inspired and encouraged me to accomplish the study. I also appreciate all colleagues for their constructive criticism of this work.

I further thank the staff members and Headteachers of the schools in Butaleja District were I got participants for the study. Finally, I would like to express my sincere appreciation to my workmates and to all my dearest friends for the motivation and encouragement they gave to me during this research journey. May the Almighty God reward them abundantly.

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List of Acronyms/Abbreviations

AS	Accommodating Strategy
AvS	Avoidance Strategy
CIV	Content Validity Index CMS Conflict Management Strategies
HCMSTRPIG	Headteachers' Conflict Management Strategies and Teachers' Role Performance Interview Guide
HCMSTRQ	Headteachers' Conflict Management Strategies and Teachers' Role Performance Questionnaire
CS	Collaborative Strategy
GAPS	Government-aided Primary Schools
TCM	Theory of Conflict Management
TP	Teachers' Performance

Abstract

The study examined the influence of headteachers' conflict management strategies (collaborative strategy, accommodating strategy, and avoidance strategy) on teachers' role performance in government-aided primary schools in Butaleja District in Uganda. A cross-sectional survey design was adopted with both quantitative and qualitative approaches. A sample of 90 classroom teachers and 08 Headteachers were selected using simple random sampling and census inquiry respectively. Data were collected using a validated closed-ended 5-Point Likert Scale questionnaire and an interview guide. Simple linear regression analysis was employed for quantitative data analysis while qualitative data were analyzed thematically. Results indicate a generally moderate positive statistically significant influence of collaborative strategy ($\beta = .031, p < .05$), accommodating strategy ($\beta = .036, p < .05$), and avoidance strategy ($\beta = .046, p < .05$) on teachers' role performance in government-aided primary schools in Butaleja District. Based on the study findings, it was concluded that there exists a positive and statistically significant influence of headteachers' conflict management strategies in terms of collaborative strategy, accommodating strategy, and avoidance strategy on teachers' role performance in government-aided primary schools in Butaleja District. The study recommends that headteachers should be supported to continue encouraging teachers to view conflicts as problems to be solved, make efforts to find creative solutions that satisfy all the parties concerned, promote the idea of conducting open discussion of issues, and focus on solving problems so that everyone wins to boost teachers' role performance in government-aided primary schools in Butaleja District.

Chapter One

Introduction

Background of the Study

This chapter presents the background of the study, historical background, theoretical background, conceptual background, contextual background, problem statement, the purpose of the study, objectives of the study, hypotheses of the study, the significance of the study, the scope of the study, justification of the study, and the operational definitions of key terms.

Historical Background

Worldwide, it is assumed that teachers' role performance has a substantial impact on students' academic performance in addition to other aspects of their life such as social and attitudinal outcomes from their continued interactions with students (Prakash et al., 2020).

The main factors influencing a teacher's role performance are their ability to teach well, their subject-matter expertise, their ability to assess students and identify their individual learning needs and requirements, their ability to apply questions in a way that engages and challenges students during the teaching and learning process, and their capability to build a supportive learning environment (Ko et al., 2013).

In Africa, a high-performing teacher is one who consistently engages with the learners positively, both within and outside of the classroom, as this has a big impact on their learning. Effective teachers should maintain a high degree of interaction that can increase learning in the classroom setting because proper engagement between teachers and pupils in the school is very important. Teachers' role performance in the classroom is crucial, and when they don't do their duties well, pupils will probably perform poorly academically (Hung, et al., 2023).

In Uganda, it is conceived that teachers' role performance has a significant influence on how well their students learn. As a result, it can determine whether a nation's educational system succeeds or fails since effective instructors can carry out educational programs in the

real world. Effective performing teachers have the power to influence both the academic achievement of their students and the school's overall performance. The effectiveness of teachers' role performance is founded on their ideas about their talents, and a lack of self-efficacy has historically led to several psychological issues, such as low self-esteem, low confidence, and difficulty socializing in a particular environment (Muyodi et al, 2022).

Theoretical Background

The highly recognized Classical Management Theories, including Scientific Management during the 1880s by Fredrick Taylor, Bureaucratic Management in the 1920s by Max Weber as well as Administrative Management in the 1940s by Henri Fayol were considered to be appropriate in guiding the study to provide light on the finding of the study. The goal of all these theories of management was to manage tasks to enhance organizations' performance to achieve effectively and efficiently. However, for the sake of clarity, Max Weber's theory of conflict management (1906) provided a better fit to guide the study since it provides a more proper understanding of the concept of conflict management. Weber pointed out that conflicts and rivalries for resources between dominant and submissive groups occur frequently in organizations. The implication of this theory to this particular study is very clear because, in the primary school setting, there is a chain of command in which authority flows. Like members of any other group, those in the primary school system may find themselves in contentious situations due to differences in perspective, ethnicity, or the pursuit of power and ambitions.

Conceptual Background

In this study, teachers' role performance was conceptualized as the extent to which the school achieves its objectives because of the pedagogical skills, creativity, and knowledge of its teachers, which improve the academic achievement of pupils and the school's overall performance as measured by professional teaching preparations such as schemes of work, lesson plans, developing teaching-learning materials, preparing lesson notes, and syllabus coverage among others. Teachers' role performance was linked to headteachers' conflict

management strategies as the independent variable. In this study, headteachers' conflict management strategies are conceptualized to include collaborative strategy, accommodating strategy, and avoidance strategy. Collaborative conflict management strategy refers to a conflict management strategy in which the disputing parties attempt to cooperate. Sometimes, the collaborative approach to dispute resolution is referred to as problem-solving (Olubor et al., 2017). Accommodating conflict management strategy refers to a strategy that minimizes one's own opinions in favour of emphasizing the opinions of others about the situation. Accommodating strategy involves putting one's own needs aside because one wants to maintain peace by appeasing others. Avoidance strategy focuses on neglecting the conflict or denying the present conflict when one doesn't focus on his or her own or other people's issues or concerns (Hussain, et al.2012).

Contextual Background

The teachers in the government-aided primary schools in Butaleja District are professionals, expected to deliver their teaching services with excellence in terms of lesson preparation by contemporary teaching methodologies, and assessment of how the pupils are doing while providing services in their particular schools. However, the situation as it exists is very different from what is anticipated because teachers consistently fail to plan, create lesson plans, create instructional materials, deliver content in accordance with contemporary teaching methodologies, evaluate student accomplishments on time, and follow the Ministry of Education and Sports guidelines (District Inspectional Report, 2022). In light of this, the objective of this study was to examine how headteachers' conflict management strategies influenced the performance of primary school teachers in the government-aided primary schools in Butaleja District in Uganda.

Various studies reveal that headteachers' conflict management strategies influence teachers' role performance. For example, revealed that headteachers' conflict management approaches like collaboration, compromise, accommodation, and avoidance influence teachers' role performance. Kalei, et al (2023) also emphasized that there exists a positive

relationship between collaborating strategy and staff performance. Liaga, et al. (2020) noted among others that the compromising headteachers' conflict management strategy was adopted by school heads for purposes of stimulating teachers' job satisfaction. This reveals that headteachers' conflict management strategies such as collaborative strategy, accommodating strategy, and avoidance strategy, if well applied, can contribute towards improving teachers' role performance in terms of preparation for lessons, lesson presentation, and assessment of learners in government-aided primary schools in Butaleja District.

Statement of the Problem

Given that the teachers employed in government-aided primary schools are professionals with licenses from the Uganda Ministry of Education and Sports (MoES), it is expected that they should perform exceptionally well in terms of lesson preparation, lesson presentation using current teaching methods, and assessment of the learners' progress while providing services in their respective schools. However, the actual state of affairs differs greatly from what was anticipated because teachers continue to fall short of expectations regarding lesson planning, content delivery in accordance with contemporary pedagogies, timely and appropriate assessment of pupil achievement, and other aspects of lesson preparation (District Inspection Report (2022)).

However, it was not clear what the exact causes of such a scenario were. Some previous studies (see Oketcho et al., 2020) have so far linked teachers' role performance to headteachers' conflict management strategies, though majorly in higher institutions of learning. This study also sought to examine whether headteachers' conflict management techniques such as accommodation, collaboration, and avoidance could be related to the ineffective and inefficient performance of the teachers in government-aided primary schools in the Butaleja District. A continued absence of evidence from empirical studies on the link between headteachers' conflict management techniques and teachers' role performance could exacerbate the existing poor academic performance among learners in the district. This study therefore comes in handy to solicit strategies to enhance conflict management to foster

effective and efficient teacher role performance and reciprocally pupils' academic performance in Butaleja District.

Objectives of the Study

The research study was guided by the following objectives;

General Objective of the Study

The general objective of the study was to examine the influence of headteachers' conflict management strategies on teachers' role performance in government-aided primary schools in Butaleja District.

Specific Objectives of the Study

The study was guided by the following objectives;

1. To analyze the influence of collaborative strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.
2. To assess the influence of accommodating strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.
3. To evaluate the influence of avoidance strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.

Research Hypotheses

The study tested the following null hypotheses;

H₀₁: There is no statistically significant influence of collaborative strategy on teachers' Role performance in government-aided primary schools in Butaleja District.

H₀₂: There is no statistically significant influence of accommodating strategy on teachers' Role performance in government-aided primary schools in Butaleja District.

H₀₃: There is no statistically significant influence of avoidance strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.

Conceptual Framework

The variables that were considered in the study are conceptualized in the figure below;

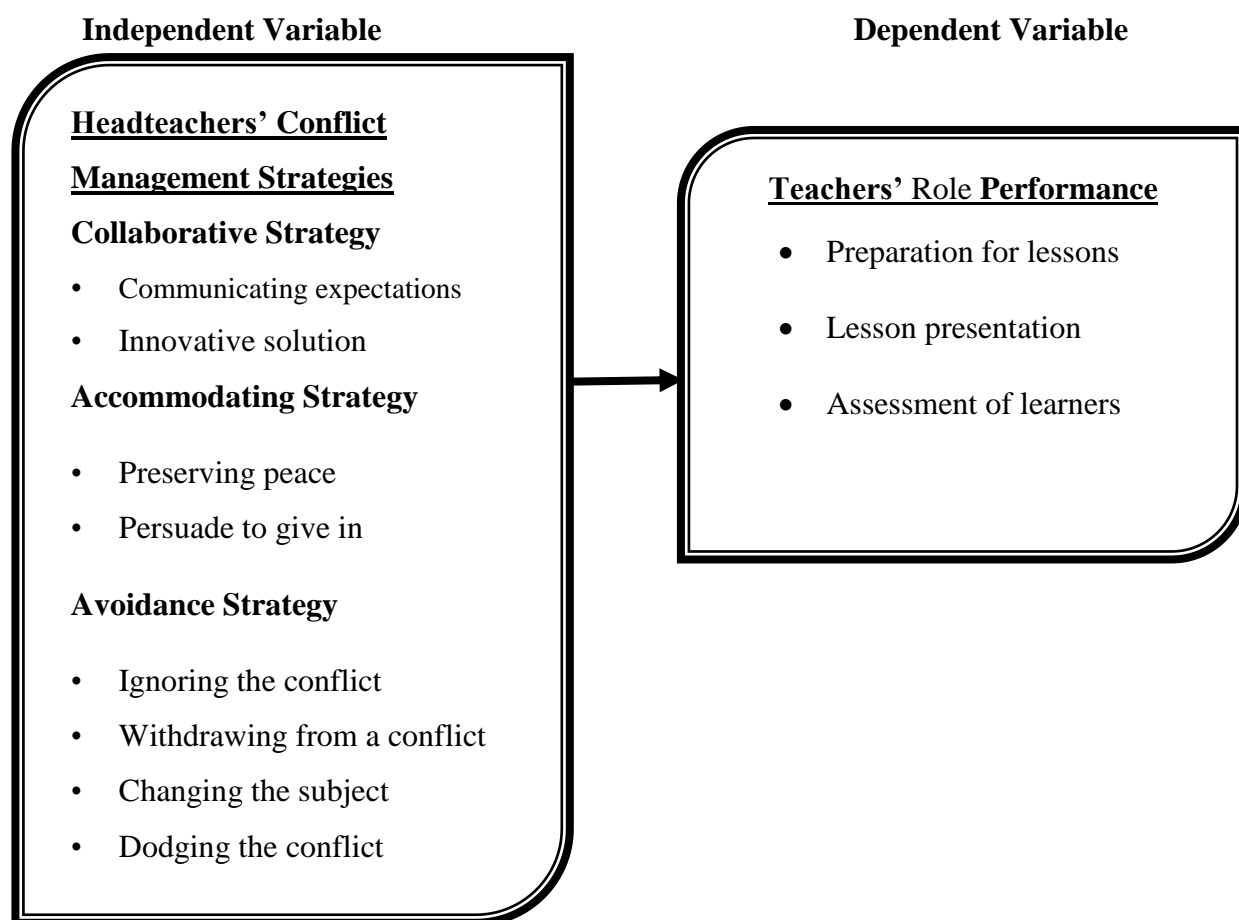


Figure 1. Conceptual framework showing the links between headteachers' conflict management strategies (IV) and teachers' role performance (DV).

Source: Adapted by Researcher (2024) based Oboegbulem and Alfa (2013)

Figure 1.1 is a conceptual framework explaining the variables in the research, with teachers' role performance as the dependent variable and headteachers' conflict management strategies as the independent variable. The collaborative approach, accommodating strategy, and avoidance strategy are the components of the independent variable – headteachers' conflict management strategies. The components of the dependent variable that measure teachers' role performance are lesson preparation, lesson presentation, and learner assessment. The conceptual framework assumes that headteachers' conflict management strategies when used appropriately can enhance lesson planning, presentation, and learner assessment, all of which may improve the level of teachers' role performance.

Scope of the Study

This study was confined to the Eastern Ugandan district of Butaleja's government-aided primary schools. Three aspects were taken into consideration when defining the study's scope: geographical, content, time scope and population scope.

Content Scope

The study's content scope was restricted to examining the influence of Headteachers' conflict management strategies on teachers' role performance in government-aided primary schools in the Butaleja District to investigate the influence of conflict management strategies in specific school contexts, like rural, or diverse schools. Specifically, the study concentrated on the influence of headteachers' collaborative, accommodating, and avoidance conflict management strategies on teachers' role performance in terms of lesson preparation, presentation, and assessment of learners.

Geographical Scope

The study was conducted in government-aided primary schools in Butaleja District: located in Eastern. Uganda. The district of Butaleja is bordered to the north by Budaka District, to the south by Bugiri District, to the west by Namutumba District, and the east by Mbale City. The study was conducted in Butaleja District because teachers' role performance in government-aided primary schools in Butaleja District was so wanting. The District was of interest to the researcher because conducting research in a specific geographical area can be more practical and feasible due to factors like proximity, language, and access to participants.

Time Scope

The study concentrated on the influence of Headteachers' conflict management strategies on teachers' Role performance in government-aided primary schools in the Butaleja District from January 2021 to February 2024 (three years). During this time, there were reports of concerning performance in the Butaleja District regarding teachers' lesson preparation, delivery, and assessment of pupils. The time frame of the study within which

data was collected, and analyzed, and the dissertation written was from 10th May 2024 to 10th September 2024.

Significance of the Study

School Administrators

Headteachers could find the research results useful in evaluating the current headteachers' conflict management strategies meant to enhance teachers' role performance. It is anticipated that the findings of the study will help school administrators make well-informed choices and policies in light of the current circumstances. In terms of the performance of the teachers, the study may awaken the eyes of those involved in the management of government-aided primary schools in the Butaleja District as well as the entire nation.

Academicians

Academicians specializing in the field of educational management may utilize the research findings as a foundation for future studies most especially those interested in aspects related to teachers' performance. It is anticipated that the study will add to the body of knowledge, particularly in the area of educational management.

Researcher

The study may also be necessary to partially fulfill the requirements for Busitema University's Master of Education Leadership and Management degree.

Justification of the study

Conflict is inevitable in any organization, and schools are no exception (Deutsch, 2017). In primary schools, conflict can arise between teachers, students, parents, and administrators, and if not managed effectively, can negatively impact teachers' role performance (Johnson, 2008). Headteachers play a crucial role in managing conflict and creating a positive school culture (Leithwood et al., 2003). However, little research has explored the specific conflict management strategies applied by headteachers and their impact on teachers' role performance in primary schools (Barnes, 2016).

This study therefore aimed to investigate the influence of headteachers' conflict management strategies and teachers' role performance in primary schools. By exploring this relationship, this study will provide insights into effective conflict management strategies that can promote positive teacher performance and ultimately improve student outcomes (Marzano, 2017).

Operational Definitions of the Key Terms

This section provides operational definitions for the key terms utilized in the current study, as well as explanations of the terms' conceptual understanding and meanings as they relate to the study.

Conflict

Berger et al. (1966) defined conflict as the incompatibility of social cosmologies (or ideologies), needs, expectations, values, goals, and/or interests. According to this study, the teachers at the government-aided primary schools in the Butaleja District have different interests, objectives, values, needs, expectations, and/or social cosmologies. "Clash, competition, or mutual interference of opposing or incompatible forces or qualities (as ideas, interests, or wills)" is how Webster's Dictionary defines conflict. "A struggle over values and claims to scarce status, power, and resources in which the opponents aim to neutralize, injure, or eliminate their rivals" is how Coser (1956) defines conflict. According to McEnery (1985), conflict can be defined as "the interaction of any two or more value systems." Conflict can be defined as either benign or malignant based on whether the specific interplay of the value systems tends to promote creative

the advancement or destructive disruption. Galtung (1965) defined conflict as the presence of two or more conflicting goal states in an action system.

Conflict Management

According to Pujiati et al. (2018), conflict management refers to a series of actions and reactions between those involved in conflicts and outsiders. In this study, Conflict

Management refers to how the headteachers are reducing, eliminating or terminating conflicts in government-aided primary schools in Butaleja District.

Collaborative Strategy

According to Olubor et al. (2017), a Collaborative conflict Strategy is a Strategy in which the parties to a conflict attempt to work jointly with each other come up with appropriate solution to the problem.

Accommodating Strategy

According to Amie-Ogan et al. (2021), an Accommodating conflict management strategy is a strategy that suppresses one's perceived opinions while emphasizing the perspectives of others. It involves putting one's own needs aside since the party involved in conflict wants to maintain peace at all costs. The study maintained the same definition.

Avoidance Strategy

Avoidance conflict management strategy is a strategy where one party involved in a potential conflict overlooks the conflicting issues that give rise to the conflict. This strategy is characterized by delegating controversial decisions, accepting default decisions and not being willing to hurt anyone's feelings (Amie-Ogan et al, 2021). The study maintained the same definition.

Teachers' Role Performance

According to Amos et al, (2015), teachers' role performance refers to the ability of teachers to combine relevant efforts to enhance the teaching and learning processes. In this study, teachers' role performance refers to preparation of lessons, lesson presentation and assessment of learners' progress.

Chapter Two

Literature Review

Introduction

Under this chapter, scholarly works relating to headteachers' conflict management strategies in terms of collaborative strategy, accommodating strategy, avoidance strategy, and teachers' role performance in terms of preparation for lessons, lesson presentation and assessment of learners were reviewed. The review is a collection of paraphrased statements obtained from journals, publications, textbooks, internet sources, and official reports linked to Headteachers' conflict management strategies and Teachers' performance, the literature was reviewed in line with the study objectives. This chapter also includes a review of the theories related to the study.

Theoretical Review

The theory that underpinned the current study was the theory of conflict management by Max Weber (1906). According to the German sociologist Max Weber, society is always a potential ground for conflict and struggle over the available resources between foremost and subordinate groups. According to Weber, a society comprises numerous status groupings and statuses with different levels of social authority. Power, in his opinion, affected politics, ethnicity, gender, and religion. He acknowledged the role that economic circumstances play in fostering conflict and inequality in society, but he also pointed to status and power as additional causes of inequality. According to Weber, prestige is a positive or negative social assessment of honour, and power is the capacity of an individual within a social connection to carry out his or her own will in the face of opposition from others. The implication of this theory to the study was very clear because, in the primary school system, there exists a hierarchy in which authority flows. Like any other group, those in the primary school system

may find themselves in conflicting circumstances due to differences in perspective, ethnicity, or the pursuit of power and ambitions. When they are unhappy with the way pupils are acting, teachers most frequently get into arguments with each other, their pupils, and their leadership. As previously said, their abrupt involvement in conflicts with others may result in negativity, interrupted peace, and demotivated staff members.

However, the conflict management theory was not free from weaknesses. These include the theory's view that conflicts are neither disruptive nor productive, but how they are resolved can make them either good or bad. In addition, the theory ignores the fact that conflicts in organizations are mainly the result of differences in goals, perceptions, and values.

Conceptual Review

Conflict

Conflict can be defined as "Clash, competition, or mutual interference of opposing or incompatible forces or qualities (as ideas, interests, or wills)" according to Webster's Dictionary. The goal of conflict is to neutralize, harm, or destroy the opponent in a contest for ideals and claims to limited status, power, and resources (Coser, 2007). According to McEnery (1985), conflict is the result of any two or more value systems interacting. Depending on whether the specific interaction of the value systems leans toward destructive disruption or creative advancement, conflict can be classified as either benign or malignant.

An action system is said to be in conflict if it has two or more goal states that are incompatible, according to Galtung (1965).

Conflict Management

According to Pujiati, et al, (2018), conflict management refers to a series of actions and reactions between those involved in conflicts and outsiders. Conflict management involves a process-oriented approach that leads to communication between the perpetrator and outsider to reduce or eliminate the conflict. According to Wirawan (2010), conflict management is defined as the process of a party involved in a conflict or a third-party

Creating and putting into practice a conflict management plan to manage the dispute and achieve the intended outcome. However, according to Larasati (2020), conflict management is an intervention that aims to either promote conflict in the hopes of overcoming organizational lethargy or decrease conflict that bursts.

Collaborative Strategy

According to Olubor et al. (2017), the parties to a conflict attempt to work jointly with each other. Collaborative type of conflict management sometimes termed problem-solving or integrating, entails working through conflict differences and addressing problems so that everyone wins. The study maintained the same definition. Collaborating conflict management strategy to a situation where the parties to a conflict try to work together with each other. The collaborative approach to conflict management, also known as problem-solving or integrating, entails resolving disagreements and finding solutions that benefit all parties. By giving both sides' issues the most attention possible, it aims to resolve conflict. The collaborative approach sees conflict as issues that need to be resolved by coming up with innovative solutions that address the worries of all involved. Working together takes time, and if the parties' relationship is unimportant, it might not be worth the effort to find a solution that benefits everyone. It's often referred to as a problem-solving style. When parties work together, their goal is to successfully resolve the problem without sacrificing their main concerns (Olubor et al., 2017).

Collaboration also develops connections and promotes respect and trust. Conflict must be handled directly and in a way that shows that all sides are willing to acquire what they need in order to foster a more cooperative atmosphere. When both sides' needs are being met, the collaborative technique is used in conflict resolution. Finding a "win/win" solution is the aim, and it is very cooperative and forceful. When the cooperating technique is used properly, it results in learning, combining viewpoints, integrating solutions, acquiring commitment, and strengthening connections. Wager (2013) asserts that employing this

technique fosters the growth of creative problem-solving, task proficiency, equitable work distribution among team members, and open discussion of difficulties.

Accommodating Strategy

According to Amie-Ogan et al. (2021), accommodating conflict management strategy is a strategy that suppresses one's perceived opinions while emphasizing the perspectives of others. It involves putting one's needs aside since the party involved in conflict wants to maintain peace at all costs. An accommodating conflict management approach prioritizes the relationship over the result, claims Baumgartner (2012). The drawback is that your concepts can be overlooked and do not receive enough attention. Poor teacher performance within an organization, particularly in schools, may result from this. However, there is a drawback to this approach: teachers may believe the administrator is too good and fail to work toward the efficacy and efficiency of school objectives, which results in subpar performance.

Avoidance Strategy

An avoidance conflict management approach is one in which one of the parties to a possible dispute ignores the opposing factors that lead to the conflict. Delegating contentious decisions, accepting default decisions, and avoiding offending anyone are characteristics of this approach (Amie-Ogan et al. 2021). The technique that arises when one side to a potential conflict disregards the opposing concerns that give rise to the conflict is also known as the avoidance conflict management strategy. Delegating contentious decisions, accepting default decisions, and avoiding offending anyone are characteristics of this tactic. In situations where victory is unattainable, it may be appropriate.

According to Hussain et al. (2012), avoidance is ignoring the problem or downplaying its existence since one isn't interested in their own issues or those of others. As noted by, ways to accomplish this include shifting the topic, delaying a conversation until later, or just avoiding bringing up the point of dispute. This approach to conflict management tends to have an impact on teachers' performance because, rather than confronting a conflict that may arise between teachers and administrators, most teachers choose to avoid it, which causes the

issue to persist and sometimes impairs their performance in the classroom and at school as a whole. According to Okoth (2012), school administrators who preferred employing avoidance techniques to resolve disputes ultimately caused more disputes. Nevertheless, this is frequently a poor and ineffectual course of action. When one or both sides lack confrontational abilities, or when one party feels that the other cannot handle conflict, the avoidance approach works. Confrontation is likely to result in disaster. Counterproductive job behavior is often prompted by avoidance management strategies (Kehinde, 2011).

Teachers' Role Performance

According to Amos, et al. (2015), teachers' role performance refers to the ability of teachers to combine relevant efforts to enhance the teaching and learning processes.

According to Popoola et al. (2009), a teacher's role performance refers to the ability of a teacher to impart knowledge and skills to learners, as well as influence the learners' behaviour positively for a better living. In this study, teacher performance refers to the teacher's ability to prepare for the lessons, Lesson Presentation and assessment of learners' work.

Empirical Review

Collaborative Strategy and Teachers' Performance

Muindi et al. (2017) looked into how secondary school students' academic performance was affected by teamwork as a conflict resolution technique. Eighteen principals and fifty-four classroom instructors made up the population. Questionnaires were used in the study to gather information about how collaboration as a conflict resolution technique affects academic performance. Since collaboration as a conflict management strategy has a statistically significant impact on students' achievement in secondary schools, the results showed that most principals enhanced their conflict management strategy by working with other headteachers' conflict management strategies to improve the performance of their schools. The study focused on assessing the impact of collaboration as a conflict management strategy on academic achievement in secondary schools while the current study is aiming at

examining the influence of Headteachers' conflict management strategies on Teachers' Role Performance in government-aided primary schools in Butaleja District.

The study by Kalei (2018) assessed how collaborative strategies affected workers' performance in **Nhif** insurance companies in Kenya's Homa Bay County. The research design used was descriptive. After classifying the workforce using a stratified sampling technique, four branch managers, four branch administrators, and twenty-nine-unit supervisors were chosen using the census technique, basic random sample using a proportionate approach was utilized to choose 140 financial advisors. The study found that employee performance and collaborative strategy had a good correlation. The study was conducted from insurance companies while the current study was conducted in a primary school setting.

Marquez's (2023), research examined the approaches to conflict resolution that Santa Cruz South District school administrators employed. To gather thorough and precise data, the researcher used a mixed-method research design. Twenty school heads who were chosen by thorough enumeration participated in the study and were interviewed one-on-one and with the use of a tool created by the researcher. The results demonstrated that disagreements were common in classrooms and that school administrators used a range of conflict management strategies, including avoidance, cooperation, and compromise. To resolve problems, the suggested framework for conflict resolution placed a strong emphasis on the importance of cooperation, communication, and a common objective. Additionally, the study found that running the Santa Cruz South school system presented several difficulties, including teachers' inadequate work prioritizing and planning abilities, and the delay in submitting reports among others. The study additionally revealed that among school leaders, collaboration was the most frequently employed conflict management strategy, followed by accommodating, compromising, avoiding, and competing. The study was purely qualitative while the current study uses mixed approaches, both qualitative and quantitative.

According to Mutai (2021), the study aimed to determine the effects of the administration's conflict resolution strategies on students' academic achievement in the Kenya

Certificate of Secondary Education in public secondary schools in Narok County, Kenya. A descriptive survey was the method employed for the study. Both qualitative and quantitative data analysis strategies were used to examine the data. 1056 teachers and 96 principals made up the target population. An interview and a questionnaire were used to gather data. This study showed that the majority of those schools whose principals depended a lot on collaborative, compromise, and accommodating tactics in handling their school issues. To resolve disputes in schools and enhance academic achievement, the researcher suggested using cooperation and accommodation. The study investigated the influence of strategies of conflict resolution used by school administration on learners' academic performance while the current study intends to examine the influence of Headteachers' conflict management strategies on teachers' performance.

Accommodating Strategy and Teachers' Role Performance

The purpose of the Onyinyechi et al. (2021) study was to pinpoint the reasons for school conflicts as well as appropriate classroom relationship management strategies. The management strategies for managing conflicts in schools include accommodation, avoidance, competition, collaboration, and compromise. The analysis of relevant research demonstrates that conflict is an inevitable and necessary aspect of human existence since it is likely that personal preferences will arise in situations involving human interaction. The purpose of this study was to outline the primary reasons for it in the context of the teacher-student relationship in the classroom. Conflicts arise from a variety of factors, including miscommunication, overlapping authority, and differences in perception. Based on the discussion, the study proposed that there should be a strong communication network both vertically and horizontally within the educational environment, that teachers and pupils should be educated about their code of conduct, and that it is essential to incorporate conflict resolution into the curriculum and culture of the school. The study was designed to identify school conflicts, their causes and management strategies in classroom relationships while the

current study is intended to examine the influence of Headteachers' conflict management strategies on teachers' performance.

A study by Aigboje et al. (202) examined the strategies used by secondary school administrators in the Nigerian state of Edo. According to the study, secondary school managers occasionally or frequently implemented conflict accommodating, compromise, and aggressive strategies to settle conflicts at their institutions. However, the managers never employed the coercive approach. According to the study's findings, conflict arises in all organizations, including educational institutions, and it will always exist as long as people interact. But once it happens, conflict needs to be settled. The study looked at the strategies used by secondary school administrators while the current study intends to examine the influence of Headteachers' conflict management strategies on teachers' performance.

In Homa Bay County, Kenya, insurance companies employing accommodating strategies to improve employee performance were the subject of a study conducted by Kaewnaknaew, et al. (2022). Following that, four branch managers, four branch administrators, and twenty-nine unit managers were chosen using census sampling. A basic random selection process was employed to choose 140 financial advisors. Surveys that respondents self-administered were employed to gather data. Descriptive statistics (percentages and frequencies) and inferential statistics (correlation and linear regressions) were used to assess quantitative data. The analysis of qualitative data involved the use of narrative and emerging themes. The study found that accommodating strategy and employee performance were positively correlated based on its findings. The most influential strategy was accommodating (β 0.482). The study was conducted on insurance companies while the current study was conducted in a secondary school setting.

The study by Amie-Ogin et al. (2021), examined the relationship between teachers' role performance in public senior secondary schools in Rivers State's Port Harcourt Metropolis and their use of conflict management techniques. For this study, a correlational research design was used. Two hundred forty-five (245) school administrators from thirty-

five (35) public senior high schools made up the study's population. Using the census sampling technique, a sample of 245 school administrators was obtained for the research. The results indicated a significant correlation between instructors' performance and strategies for handling conflicts including collaboration, avoidance, compromise, and accommodation. The study adopted a correlational research design while in the current study, the researcher intends to adopt a cross-sectional research design.

Avoidance Strategy and Teachers' Performance

This section looks at the various studies conducted on Avoidance Strategy and Teachers' role Performance. Kagucia (2023), investigated how the Avoidance Conflict Resolution Strategy influenced worker performance in Kenyan public universities. Descriptive survey and Karl Pearson moment correlation were the designs employed. Five, 189 teaching staff members from seven public universities in Kenya were the target population. A sample size of 519 employees was obtained through the use of stratified random sampling. While document analysis was used to gather secondary data, questionnaires were used to obtain primary data. The technique improved staff performance, according to the results. The study concluded that employee performance is influenced by the avoidance conflict resolution approach and that organizational characteristics modify the association between avoidance and employee performance. The study recommended the use avoidance strategy while handling trivial concerns and adopting a win-win or lose-lose viewpoint. The study applied stratified random sampling while the current study intends to apply census inquiry and simple random sampling techniques.

The study by Adaobi, et al. (2021), examined the headteachers' conflict management strategies used by principals in Anambra State's public secondary schools to increase teachers' work satisfaction. The study used a descriptive survey research design. The study population consisted of 262 principals from Anambra State's 262 public secondary schools. Because of the population's manageable size, no sampling was used in the study. Data was collected using a questionnaire devised by the researcher and dubbed "Headteachers' Conflict

Management Strategies Questionnaire" (CMSQ). The study's findings revealed, among other findings, that the compromising Headteachers' conflict management strategies adopted by principals for promoting teachers' job satisfaction include: encouraging parties involved in conflict to make sacrifices to be satisfied with their jobs and encouraging teachers to give up. The study was purely qualitative while the current study applied a mixed-method approach with both quantitative and qualitative approaches.

Thuo et al., (2017) examined the different conflict management and resolution strategies utilized in government primary schools in the Wolaita zone between teachers and school administrators. The study used a descriptive survey design, collecting and analyzing data simultaneously using both quantitative and qualitative methods. Purposive and basic random sampling were used. Major conflict management methods, according to the findings, included ignorance, compromising, and avoidance. According to the study's findings, school administrators must recognize the root causes of conflicts and provide a channel for staff members to address their concerns. Leaders must also always develop their leadership skills, be adaptable, involve their team, and provide them with growth chances. Additionally, school administrators want to explore methods for acquiring and expanding funding sources. The study investigated the various strategies used to manage and resolve conflicts between teachers and school leaders while the current examined the influence of Headteachers' conflict management strategies on teachers' performance.

A study by Obialor and Adeoye (2018) on the Edo South senatorial district's secondary school administration used a descriptive survey research design on 387 principals and vice principals of public secondary schools. Five (5) schools were randomly selected from the seven Local Government areas that made up the sample size using a stratified proportional technique that placed the schools on a stratum based on the Local Government. A structured questionnaire served as the research tool for gathering data for this investigation. The results showed that the secondary school administration used a lot of avoidance and collaborative conflict resolution techniques to resolve conflicts in the Edo South senatorial

District. The study population of that study comprised Principals and Vice Principals while the current study population comprised the Head teachers and the classroom teachers.

Summary Gaps in the Literature

There was a contextual gap in that many of the researchers conducted their studies in other places yet no one had carried out a study on the same in Butaleja District. This compelled the researcher to carry out this research in the Government-aided primary schools in Butaleja District. Other studies had focused more on the impact of conflict resolution and the researcher focused this study only on headteachers' conflict management strategies. There was also a content gap as the other studies concentrated on the companies and higher institutions of learning. This study looked at head teachers' conflict management strategies on teachers' role performance in the Government-aided primary schools in Butaleja District.

There was also a methodological gap in that many of the researchers conducted their studies in other places using the descriptive survey design, for correcting and analyzing data simultaneously using both quantitative and qualitative methods. Purposive and basic random sampling were used and this study researcher employed a cross-sectional survey design which was considered to be the most appropriate to collect data at a single point in time. A mixed approach was used during data collection and analysis for data.

Chapter Three

Methodology

Introduction

This chapter is comprised of several sections: research design; population under study; sample size and techniques; validity and reliability of the instruments used in data collection; and processes for data collection and analysis among others.

Research Design

The study employed a cross-sectional survey design which was considered to be the most appropriate. According to Creswell (2012), in the event, the researcher wants to collect data at a single point in time. A mixed approach was used during data collection and analysis to ensure that both quantitative and qualitative methods were utilized concurrently. Amin, et al (2014) provided support for this, stressing that the researcher should employ a mixed strategy, particularly when the study necessitates examining peoples' viewpoints. Both quantitative and qualitative methods were used by the researcher to carry out this investigation by the selected design. Both quantitative and qualitative data were gathered concurrently during the process of collecting data. However, the greater part of this research was quantitative, with qualitative data being used essentially for triangulation (Bryman et al. 2011). A cross-sectional survey design was employed to simultaneously collect data from different respondents. The cross-sectional survey design was considered to be appropriate because, following Creswell (2012), the researcher wants to collect data at a single point in time.

Study Population

Population refers to the total number of elements available and intended to be studied and from which a sample is selected (Amin, et al. 2014). The population of this study consisted of 105 participants from 08 primary schools out of 102 Government-aided primary schools in Butaleja District this was arrived at when the Butaleja District inspector of

schools released an inspection report of 2022 during headteachers' meeting where he mentioned the eight schools where teachers were not performing their role and this was broken down as follows; 97 Classroom teachers, 08 Headteachers, selected from the selected government primary schools in Butaleja District were considered. In this study, Headteachers and Classroom teachers were considered because they participate greatly in the making of policies, supervision and implementation of the school policies and programmes.

Sample Size

The sample size in this study was determined based on Krejcie et al. (1970) Table of determining sample size for several population sizes to determine the sample size of a particular population. Table 3.1 comprises the breakdown of the appropriate sample sizes and sampling techniques.

Table 3.1***Target Population, Sample Size, and Sampling Techniques.***

Schools	Category	Population	Sample Size	Sampling Technique	Instruments
A	Headteachers	01	01	Census Inquiry	Interview Guide
	Teachers	11	10	Simple random	Questionnaire Guide
B	Headteachers	01	01	Census Inquiry	Interview Guide
	Teachers	14	13	Simple random	Questionnaire Guide
C	Headteachers	01	01	Census Inquiry	Interview Guide
	Teachers	13	12	Simple random	Questionnaire Guide
D	Headteachers	01	01	Census Inquiry	Interview Guide
	Teachers	13	12	Simple random	Questionnaire Guide
E	Headteachers	01	01	Census Inquiry	Interview Guide
	Teachers	12	11	Simple random	Questionnaire Guide
F	Headteachers	01	01	Census Inquiry	Interview Guide
	Teachers	09	09	Simple random	Questionnaire Guide
G	Headteachers	01	01	Census Inquiry	Interview Guide
	Teachers	12	11	Simple random	Questionnaire Guide
H	Headteachers	01	01	Census Inquiry	Interview Guide
	Teachers	13	12	Simple random	Questionnaire Guide
Total		108	98		

Source: School Records (2024) for Population, Krejcie and Morgan (1970) for Sample Size, and the Researcher (2024) for Sampling Techniques

Sampling Techniques

Census inquiry refers to the process of considering the entire population. According to Creswell (2005), Census inquiry refers to a complete count. Headteachers from eight schools

were selected using census inquiry. It is important to use a census survey in research because detailed information can be obtained from a unit of the population, and several detailed questions can be asked as well.

Simple random sampling

Refers to a technique of sampling where each participant in the population has an equal chance of being chosen for the sample. During the process of collecting data from the classroom teachers in the chosen schools, simple random sampling was used to ensure that every member of the population had an equal opportunity to be included in the sample.

Creswell (2012) states that to make sure that any bias in the target population is distributed equally among the members, simple random sampling was utilized to select individuals to represent the target population. Random numbers were generated from numbers 1 to 11 for school A, 1 to 14 for school B, 1 to 13 for schools C and D, 1 to 12 for school E, 1 to 9 for school F, 1 to 12 for school G and 1 to 13 for school H. folded, mixed and selected by the teachers to generate a sample size of 90 participants.

Data Collection Methods.

The data was collected from primary and secondary sources using qualitative and quantitative approaches, in this regard the methods employed were questionnaire survey, documentary review and interview.

Questionnaire Survey

The data collected in the study was from two major sources, primary data and secondary data. Primary data involves collecting data afresh for the first time and which is original (Thakur, 2019). The primary data in this study was acquired from classroom teachers and Headteachers using self-administered questionnaires with closed-ended questions. The questionnaire is desired because it allows the secrecy of the respondents and provides uniform questions for the selected respondents. In addition, it has the advantage of collecting data over a large sample and can reach respondents who can read and write freely (Zohrabi, 2013).

Interview Method

Primary data was collected from head teachers using the interview method with leading questions for collecting qualitative data. An interview is a form of highlighting, contributing, and observing developments that take place between two people. The interviewer determines the societal perspective in which an interview takes place by preparing questions that provoke information according to the research objectives (Morgan & Harmon, 2001).

Documentary Review Method

The secondary data involves collecting data from a source that has already been printed (Muhammad & Kabir, 2018). In this study, the researcher requested the Headteachers to provide records of preparations for schemes of work and lesson plans, inspection reports for the respective years, and documents for the analysis of the minutes of meetings for reviewing previous teachers' role performance, that have been filed in school records. Documents provide data that is stable, and the information obtained does not change over a long period (Finlay, 2001). Documents are any printed substantial social facts that are prepared without the researcher's intervention (Bowen, et al.2013).

Data Collection Instruments

In this study, questionnaires and interview guides are research tools that were utilized in this study for collecting field data. The objectives of the study served as the primary basis for developing the questionnaires and interview guides.

Questionnaire

The researcher created the Headteachers' Conflict Management Strategies and Teacher Role Performance Questionnaire (CMSTPQ), which was given to classroom teachers to complete and return so that the data could be analyzed. The questionnaire had three sections: Section A contained the respondents' demographic data; Section B contained information on conflict management strategies; and Section C contained information on teachers' Role performance. The questionnaire will be developed

using a five-point Likert scale, which includes Agree, Strongly Agree, Neutral, Disagree, and Strongly Disagree. The Headteachers' Conflict Management Strategies and Teachers' Role Performance Questionnaire was created in a way that could permit the collection of data relevant to the study's specific objectives.

The questionnaire was utilized in this study since it facilitates quick and easy data collection from several respondents. Given that respondents are given the chance to provide unique and genuine answers, the questionnaire can also ensure privacy. Amin. et al. (2014) assert that questionnaires perform exceptionally well when handling larger numbers of responders. Because a large sample size was chosen, the researcher used the questionnaires to collect data from classroom teachers in this study.

Interview Guide

Headteachers' conflict management strategies and teachers' role performance interview Guide (CMSTPIG) were developed and utilized during data collection for qualitative data on the side of the Headteachers for purposes of supplementing the quantitative data. The interview developed was semi-structured and it was in line with the research objectives. The interviews were conducted for an average of thirty minutes within the selected school environments accompanied with the recording of the data. Amin, et al (2014) state that to provide the researcher and the respondents with the opportunity to guarantee clarity, comprehensive information, and the removal of ambiguity, interviews permit in-depth explanations of the questions.

Quality of Data Collection Instruments

Validity of the Instrument

Validity is the extent to which the study's findings are accurate given the way the instrument was made to measure the study's variables. The questionnaire's construct and content validity were taken into account. Three specialists from the Department of Educational Management and Leadership helped to study the questions, which made this possible. The researcher requested these experts to respond to each question indicating

whether it was appropriate, unnecessary, or needed improvement. Subsequently, content validity was assessed and calculated according to Amin, et al. (2005) recommendation that an instrument be deemed valid if the average index is at or above 0.7.

$$\text{Content Validity Index (CVI)} = \frac{\text{No. of items rated relevant}}{\text{The total number of items rate}}$$

$$\text{CVI} = \frac{22}{27}$$

$$\text{CVI} = 0.81$$

On the other hand, three experts Department of Educational Leadership and Management were requested by the researcher to evaluate the questions to ensure the credibility of the interview guide. Additionally, the experts were asked to mark each question as relevant, irrelevant, or in need of improvement.

Reliability of the Instrument

Pre-testing the instruments in a different government-aided primary school in Namutumba district allowed researchers to determine the reliability of the instruments because the school environment was similar to that of the government-aided primary schools. Classroom teachers were given questionnaires to complete during the process, and they were given attention. The Statistical Package for Social Sciences (SPSS) software was utilized to assess and confirm the consistency of the instruments using Cronbach's alpha coefficient.

Table 3.2 Reliability Statistics

Cronbach's Alpha	No. of Items
.786	24

Source: Results of reliability test (2024)

The reliability test produced a Cronbach's Alpha of .786, above the minimum acceptable level of reliability as suggested by Amin (2014) of 0.7. Consequently, the instrument was considered dependable and employed for collecting data.

Data Collection Procedures

The process started by acquiring a letter of introduction from the office of the Dean Faculty of Science And Education seeking permission to conduct the study at the corresponding government-aided primary schools in the Butaleja District. The researcher requested permission to conduct his research from the heads of the schools while he was out in the field. To get the necessary data, the researcher conducted interviews with the appropriate respondents and administered the Headteachers' Conflict Management Strategies and Teachers' Role Performance Questionnaire (CMSTPQ). The researcher maintained the highest level of confidentiality throughout the procedure. The researcher will fix appointments with the Head teachers for the interviews because of their busy schedules. The researcher will conduct the interviews with the help of a research assistant as per the appointments. The interviews will be meant to collect qualitative data.

Data Analysis

Quantitative Data Analysis

The data obtained in the field was reviewed, coded, and counted. Coding and the creation of tables (with frequency, percentage, and mean) were steps in the process. Quantitative data analysis was conducted using SPSS version 20, the Statistical Package for Social Sciences. The data obtained on the study's variables was computed using percentages and descriptive statistics. The influence of all three primary conflict management strategies; collaborative, accommodating, and avoidance on teachers' role performance was examined using simple regression analysis. To determine which conflict management strategy is the strongest predictor, multiple regression analysis was also performed.

Interpretation of the Mean Scores

The interpretation of the mean scores was based on the table adopted from Bringula, Batallaand Moraga (2019).

Table 3.3 Interpretation of Mean Scores

Response	Mean score
Strongly Disagree	1.00 – 1.49
Disagree	1.50 – 2.49
Neutral	2.50 – 3.49
Agree	3.50 – 4.49
Strongly Agree	4.50 – 5.00

Source: Adopted from Bringula, Batalla and Moraga (2019)

Qualitative Data Analysis

During data cleaning and the identification of erroneous or incomplete responses, which were then adjusted to improve the quality of the responses, qualitative data from the interviews was gathered. The interview guide's questions served as the basis for the coding and theme-based arrangement of the qualitative data. To make sure the data fits the corresponding themes, a thematic analysis was conducted. Additionally, the data was presented narratively, with key quotations supporting the conclusions drawn from the semi-structured interviews. To ensure that the conclusions drawn were accurate, the qualitative data gathered from the informants was also subjected to intra-triangulation. Creswell (2012) asserts that intra-triangulation plays a critical role in assessing the validity of the study's findings.

Ethical Considerations

This alludes to the ethical behaviour that the researcher exhibits from the start of the investigation till the findings of the research are revealed. The following ethical concerns will be taken into account in this study;

Informed consent: the participants were made aware that the data they provided would only be utilized for academic reasons. The researcher designed a section on Headteachers' conflict management strategies and Teachers' Role Performance Questionnaire (CMSTPQ), explaining the intent of the study, which the respondents were allowed to read

and approve upfront. When scheduling the interviews, the researcher provided a brief description of the purpose of the research on the side of the interview guide.

Anonymity: The researcher concealed the school's identity by using codes to represent each of the schools that were taken into consideration for the study rather than the school's name anywhere on the research instrument. The researcher entirely employed pseudonyms; neither the respondents' names nor identities were disclosed.

Confidentiality; this was guaranteed by restricting the use of the information gathered from the respondents to that which was necessary for the research and not for any other reason, such as providing reports to superiors.

Respect for rights: The researcher honoured the respondents' rights to confidentiality, information withholding, the ability to ask questions only when necessary, the ability to ignore some questions, and the ability to obtain a copy of the study's conclusions, among other rights.

Originality: The research also acknowledged the many writers, which was accomplished by referencing them and using the American Psychological Association (APA) method to address originality concerns. Additionally, the researcher administered a plagiarism test to the work in order to gauge how original the concepts created during the study were.

Chapter Four

Presentation of Results, Analysis and Interpretation of the Findings

Introduction

The study examined the influence of headteachers' conflict management strategies on teachers' role performance in government-aided primary schools in Butaleja District.

However, this chapter contains the questionnaire return rate and respondents' background information, the findings of the study in line with the variables – independent and dependent, and the findings on the objectives of the study with the testing of the research hypotheses.

Response Rate

In this study, the sample size was 90 classroom teachers and the questionnaire returned was 67, reflecting a questionnaire return rate of about 74.0%. On the other hand, eight head teachers were purposively sampled for the interviews and six were interviewed, reflecting a 75.0% response rate. According to Gordon (2002), a response rate of 70% - 80% is considered to be ideal for one to continue with the study. A questionnaire **response** rate of 74% was adequate for the study to continue.

Table 4.1 Response Rate

Instrument	Targeted	Returned	Percentage
Questionnaire	90	67	74.0%
Interview Guide	08	06	75.0%

Source: Researcher (2024)

Background information of the Respondents

The researcher collected some data regarding the respondents' backgrounds. It was anticipated that this data would be useful for the study since it might provide further justifications for the solutions to the current research problem. The data included; gender, highest academic qualification, and period of service as follows;

Table 4.2 Gender of the Respondents

Description	Category	Frequency	Percentage
Gender	Male	46	68.7
	Female	21	31.3
Total		67	100.0

Source: Researcher (2024)

Table 4.2 shows that the study involved participants of all genders. However, the male gender participated more in the study, that is to say, 46(68.7%) of the respondents as compared to the female, 21(31.3%). However, this does not signify gender preference in the study in any way. Possibly, on average the number of male staff members is more than that of the female staff members. According to Morgan (1998), the researcher needs to select the respondents based on gender for purposes of improving the validity.

Table 4.3 Highest Academic Qualification

Description	Category	Frequency	Percentage
High Qualification	GR III	58	86.6
	Diploma	7	10.4
	Bachelors	2	3.0
	Total	67	100.0

Source: Researcher (2024)

According to Table 4.3, most (86.6%) of the respondents were Grade III teachers, 7.0% had Diplomas, and 3.0% had Bachelor's degrees. This implies that generally, the respondents possessed high levels of literacy given the fact that they held certificates and degrees adequate to support the correct understanding of questions and hence being in a position to give relevant information needed in the study. Consideration of educational qualifications is very imperative when conducting studies related to educational aspects to have confidence in the kind of responses gathered from the field (Basaza, 2016).

Table 4.4 *Period of Service*

Category	Frequency	Percentage
1-5years	21	31.3
6-10years	15	22.4
11 and above	31	46.3
Total	67	100.0

Source: Researcher (2024)

In Table 4.4, 21(31.3%) respondents had served the government-aided primary schools in Butaleja District for a period of between 1-5years, 15(22.4%) for a period of 6-10years, whereas 31(46.3%) had worked for 11 years and above. Cumulatively, about 68.7% of the respondents had been working in government-aided primary schools in Butaleja District for ten years. This implies that these participants had the necessary experience to provide genuine information and facts to suit this on the influence of Headteachers' conflict management strategies on Teachers' Role Performance in government-aided primary schools in Butaleja District. Also, 68.7% of the respondents had been operating from the government-aided primary schools in Butaleja District for more than six years, a period considered by the researcher to be suitable for the respondents to offer adequate required information for the study. According to Lutwama (2009), considering the period of service or experience is very imperative since it helps to endorse the reliability of the results generated during a particular study.

**Table 4.5
*Religion***

Category	Frequency	Percentage
Catholic	11	16.4
Anglican	37	55.2
Muslim	9	13.4
Others	10	14.9
Total	67	100.0

Source: Researcher (2024)

According to Table 4.5, 37(55.2%) of the respondents were Anglicans, 11(16.4%) of the respondents were Catholics, 10(14.9%) respondents were of other religions, and nine (13.4%) of the respondents were Muslims. However, this does not reflect religious favouritism in the study in any way. Possibly, on average the number of Anglicans was more than that of other religions. According to Mazur and Bargłowski (2010), religion was vital when it comes to informing the perceptions and practices of the respondents in a particular study.

Table 4.6
Marital Status

Category	Frequency	Percentage
Single	5	7.5
Married	62	92.5
Total	67	100.0

Source: Researcher (2024)

In Table 4.6, 62(92.5%) respondents were married and only five (7.5%) were single, indicating that of the respondents were married. However, this does not mean there was favouritism in selecting participants by marital status. Possibly, on average the number of married staff members was more than that of single staff members. According to Amin, et al (2014), marital status alludes to the responsibility of respondents in society and this improves the trustworthiness of the responses given.

Empirical Findings per Objective.

In this section, the researcher majorly focuses on the presentation, interpretation, analysis, and discussion of the major research objectives. Data based on these research objectives was collected by use of the questionnaires and this was analyzed using descriptive statistics as well as the linear regression analysis as shown in the following tables for each of the research objectives.

Research Objective I: To Analyze the Influence of Collaborative Strategy on Teachers'

Role Performance in Government-Aided Primary Schools in Butaleja District.

The independent variable (IV) in this study was the Headteachers' conflict management strategies that were seen in terms of collaborative strategy among others. The collaborative strategy was fragmented by the researcher into five items as below;

Table 4.7

The Headteacher Encourages Teachers to View Conflict as Problems to be Solved

Respondents	Response	Frequency	Percent	Mean
	SD	12	17.9	
	D	6	9.0	
	N	3	4.5	
	A	25	37.3	
	SA	21	31.3	
	Total	67	100.0	3.55

Source: Researcher (2024)

Table 4.7 reveals that cumulatively 18(26.9%) respondents disagreed that their Headteacher encouraged teachers to view conflict as problems to be solved. Table 4.7 further demonstrates that three (4.5%) respondents were unsure of this claim, which lends credence to it. The chart also shows that, in contrast to the same assertion, 46 respondents, or 68.6%, agreed with this fact overall. Classroom teachers generally believed that their headmaster encouraged them to see conflict as problems to be solved, according to the mean score of the responses, which was 3.55. This implied that the practice of the headteachers encouraging teachers to view conflict as problems to be solved may help in managing conflicts and hence contribute towards the improvement of Teachers' Role Performance in government-aided primary schools in Butaleja District. In an interview conducted with the Headteacher of School C, the participant pointed out that he always encourages teachers to consider conflicts as problems to be solved through open discussions with the concerned members or parties to get a solution to the available problem. Most of successful school heads depend largely on

collaborative, compromise, and accommodating tactics in handling their school issues related to conflicts. To resolve disputes in schools and enhance academic achievement, the researcher suggested using cooperation and accommodation (Mutai, 2021).

Table 4.8
The Headteacher Always Makes Efforts to Find Creative Solutions that satisfy all the Parties' Concerns.

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	1	1.5	
	D	3	4.5	
	N	6	9.0	
	A	30	44.8	
	SA	27	40.3	
	Total		67	100.0

Source: Researcher (2024)

According to Table 4.8, cumulatively four (6.0%) respondents disagreed that their headteacher always made efforts to find creative solutions that satisfy all the parties' concerns. This is further supported by Table 4.8, which shows that six (9.0%) respondents were unsure of the assertion. The chart also shows that, in contrast to the very assertion, 57 (85.1%) of the respondents agreed with this fact overall. The average response score was 4.18, indicating that classroom teachers generally believed that their headmaster always tried to come up with innovative ways to address everyone's concerns.. This could bring about harmony in the school environment and thus improve teachers' role performance in government-aided primary schools in Butaleja District. In an interview conducted with the head teacher of School B, it was noted that: "He always makes efforts to find creative solutions that satisfy all the parties' concerns through making consultations with the seniors and also making sure the current situations is also being put into maximum consideration."

In relation to the above, the headteacher of School E also pointed out:

Whenever serious conflicts occur in his school, he always makes sure that the conflict is being managed well by involving the senior staff given their

experience and exposure to a variety of situations related to conflicts to find better solutions or resolutions based on the magnitude of the conflict. Such efforts are made to mitigate the negative effects which result from the conflicts and also to maintain higher levels of staff performance.

According to Marquez (2023), to resolve conflicts, there must be a framework for conflict resolution and this must put much emphasis on the importance of cooperation, communication, and a common objective. This explains why collaboration is the most frequently employed conflict management strategy, followed by accommodating, compromising, avoiding, and competing styles.

Table 4.9: The Headteacher Supports the Idea of Conducting Open Discussion of Issues

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	2	3.0	
	D	2	3.0	
	N	7	10.4	
	A	31	46.3	
	SA	25	37.3	
	Total		67	100.0

Source: Researcher (2024)

According to Table 4.9, four (6.0%) respondents disagree that their headteachers support the idea of conducting open discussions of issues. The data also shows that seven (10.4%) respondents were unsure about this allegation, which lends credence to it. Nevertheless, the data also shows that 56 (83.6%) respondents overall had an agreement based on this fact, which runs counter to the very assertion. On average, teachers agreed that their headteachers support the idea of holding open discussions about concerns, as indicated by the replies' mean score of 4.12. This implied that the culture of headteachers supporting the idea of conducting open discussion of issues would minimize the conflicts among staff

members hence improving Teachers' Role Performance in government-aided primary schools in Butaleja District. In an interview conducted with the Headteacher of school C, pointed out that:

The idea of conducting open discussions of issues causing conflicts among staff members is very important in managing conflicts in a school environment. This is because it can help to discover a lot of issues during the open discussions.

According to Wager (2013), the application of collaboration strategy supports the idea of open discussion of issues, task expertise, and even distribution of work amongst staff members and improvement of creative problem-solving. The style observed to tackle the conflict issues openly and frankly by not taking sides and also ensuring effective communication with all the parties.

Table 4.10: *The Headteacher Aims at Coming up with a Successful Resolution of Conflict without Compromising Key Issues*

Respondents	Response	Frequency	Per cent	Mean
Classroom Teachers	SD	7	10.4	
	D	8	11.9	
	N	9	13.4	
	A	25	37.3	
	SA	18	26.9	
	Total		67	100.0

Source: Researcher (2024)

Table 4.10 shows that a total of 15 respondents, or 22.3%, disputed that their head teachers try to resolve conflicts amicably without sacrificing important topics. Table 4.10, which indicates that nine (13.4%) of the respondents were uncertain about the allegation, lends more credence to this. The data also reveals that 43 (64.2%) of the respondents in total agreed with reality, which runs counter to the assumption. Classroom teachers largely believed that their headteachers attempt to successfully resolve conflicts without abandoning

vital problems, as indicated by the average score of 3.58 for the responses. This might create an environment free from conflict, which would help instructors in the Butaleja District's government-aided elementary schools work better.

Table 4.11:

The Headteacher Focuses on Solving Problems so that Everyone Wins

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	10	14.9	
	D	8	11.9	
	N	13	19.4	
	A	19	28.4	
	SA	17	25.4	
	Total		67	100.0

Source: Researcher (2024)

According to Table 4.11, cumulatively 18 (26.8%) respondents disagreed that their headteachers focus on solving problems so that everyone wins. In support of this claim, the table further highlights that 13 (19.4%) respondents were not sure of the claim. However, contrary to the claim, the table also highlights that cumulatively 36 (253.8%) respondents had an agreement based on the very fact. The mean score of the responses was 3.37 which reflected that on average, classroom teachers agreed that their headteachers focus on solving problems so that everyone wins. This implies that the practice of headteachers focusing on solving problems so that everyone wins creates harmony in the school hence Teachers' Role Performance in government-aided primary schools in Butaleja District.

Results of the Dependent Variable

This section is comprised of the findings obtained on the Teachers' Role Performance in government-aided primary schools in Butaleja District as the dependent variable. The dependent variable of the study was conceptualized in terms of Preparation for Lessons, Lesson Presentation and Assessment of learners, and the three were later divided into three close-ended questions respectively each of which required the respondents to rate the level of

teachers' role performance in terms in terms Preparation for Lessons, Lesson Presentation and Assessment of learners.

Results on Preparation for Lessons

This section is comprised of the findings obtained on the Preparation for Lessons in government-aided primary schools in Butaleja District as follows;

Table 4.12:
Teachers Prepare Guiding Documents such as Schemes of Work, Lesson Plans in Time

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	2	3.0	
	D	6	9.0	
	N	7	10.4	
	A	19	28.4	
	SA	33	49.3	
	Total		67	100.0

Source: Researcher (2024)

According to Table 4.12, 08 (12.3%) of the respondents did not agree that teachers create lesson plans and work schemes on time. The data also shows that 07 (10.4%) respondents were unsure of the allegation, which lends credence to this. In contrast to this assertion, the table also shows that 52 respondents, or 77.7% of the total, agreed with this fact. On average, classroom teachers agreed that teachers write guiding materials such lesson plans and schemes of work on time, according to the mean score of the responses, which was 4.12. This implied that the practice of teachers preparing guiding documents such as schemes of work, and lesson plans in time could improve the degree of teachers' role performance in government-aided primary schools in Butaleja District.

In an interview conducted with the head teacher of school D, note that:

The teachers in his school always make efforts to prepare guiding documents such as schemes of work, and lesson plans in time most especially at the being of the term and a day before lessons are being conducted respectively to achieve good performance

About the above, during a documentary review at school G, it was discovered that teachers have always made efforts to prepare some schemes of work. However, it was also discovered that on the side of the lesson planning, there is still a need for more efforts to meet the expectations as per the Ministry of Education and Sports guidelines.

Table 4.13:
Teachers Prepare Appropriate Teaching Aids for Every Lesson

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	3	4.5	
	D	12	17.9	
	N	12	17.9	
	A	23	34.3	
	SA	17	25.4	
	Total		67	100.0

Source: Researcher (2024)

According to Table 4.13, cumulatively 15 (22.4%) respondents disagreed that teachers prepare appropriate teaching aids for every lesson. In support of this claim, the table further highlights that 12 (17.9%) respondents were not sure of the claim. However, contrary to this claim, the table also highlights that cumulatively 40 (59.7%) respondents had an agreement basing on this fact. The mean score of the responses was 4.24 which reflected that on average, classroom teachers agreed that teachers prepare appropriate teaching aids for every lesson. This implied that the practice of teachers preparing appropriate teaching aids for every lesson would contribute toward improving Teachers' Role Performance in government-aided primary schools in Butaleja District. In an interview conducted with the Head teacher school H, pointed out that:

The teachers in his school prepare appropriate teaching aids for every lesson to ease their instructional work. A variety of teaching aids including real objects, models and charts are always being organized to enhance the teaching and learning process.

Contrary to the above, during a documentary review in school E it was found out that

most of the teachers are still finding it difficult to prepare relevant teaching aids for the lessons. This raises concerns relating to the quality of teaching as per the Ministry of Education and Sports standards.

Table 4.14: Teachers Prepare Fresh Relevant Notes for Teaching Every Year

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	1	1.5	
	D	6	9.0	
	N	12	17.9	
	A	24	35.8	
	SA	24	35.8	
	Total		67	100.0

Source: Researcher (2024)

Table 4.14 shows that a total of 7 (10.5%) respondents did not agree that teachers create new, pertinent teaching notes each year. The data also shows that 12 (17.9%) respondents were unsure of the allegation, which lends credence to this assertion. Nevertheless, the chart also shows that, in contrast to the assertion, 48 (71.6%) respondents overall agreed with this reality. The mean score of the responses was 3.96 which reflected that on average, classroom teachers agreed that teachers prepare fresh relevant notes for teaching every year. This implies that the culture of teachers updating their notes for teaching every year could result in to improvement of Teachers’ Role Performance in government-aided primary schools in Butaleja District. In an interview conducted with the Headteacher school B, pointed out that: “In his school teachers prepare fresh relevant notes for teaching every year for purposes offering up to date information to the learners. Additionally, teachers are also encouraged to visit online sources to access current information”.

Results of Lesson Presentation

This section is comprised of the findings obtained on the Lesson Presentation in government-aided primary schools in Butaleja District as follows;

Table 4.15:
Teachers Deliver the Content Interactively

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	4	6.0	
	D	3	4.5	
	N	1	1.5	
	A	36	53.7	
	SA	23	34.3	
	Total		67	100.0

Source: Researcher (2024)

Table 4.15 shows that a total of 7 (10.5%) respondents did not believe that teachers should use interactive methods to teach the material. The table also shows that one respondent (1.5%) was unsure of this allegation, which lends credence to it. The table also shows that, in contrast to the assertion, 59 (88%) of the respondents agreed with the fact. Classroom teachers generally agreed that teachers deliver the subject interactively, according to the mean score of the replies, which was 4.06. This implied that the practice of delivering the content interactively may contribute greatly towards the improvement of Teachers' Role Performance in government-aided primary schools in Butaleja District.

In an interview conducted with the Headteacher school A, noted that: "The teachers in the school he is in charge of, deliver the content interactively during the teaching and learning process by applying the learner-centred approach of teaching." In relation to this, during a documentary review, it was also discovered that teachers make efforts to engage learners in discussions through group tasks among others to achieve meaningful interactions during the teaching and learning activities.

Table 4.16***Teachers use the Teaching Learning Materials in Class Effectively***

Respondents	Response	Frequency	Percent	Mean
	D	7	10.4	
	N	7	10.4	
Classroom Teachers	A	29	43.3	
	SA	24	35.8	
	Total	67	100.0	4.04

Source: Researcher (2024)

According to Table 4.16, seven respondents (10.4%) did not think that teachers make efficient use of the teaching-learning resources in the classroom. This assertion is further supported by the table, which shows that seven respondents (10.4%) were unsure of the allegation. Nevertheless, the chart also shows that, in contrast to all of the claims, 53 respondents (79.1%) agreed with the truth. The average response score was 4.04, indicating that classroom teachers generally believed that teachers make effective use of the teaching-learning resources in the classroom. This implied that the teachers are making efforts to use the teaching-learning materials in class effectively and this may also promote teachers' role performance in government-aided primary schools in Butaleja District.

In an interview conducted with the Headteacher school H, pointed out that: "In the school he is heading, most of the teachers use the teaching-learning materials in class effectively for purposes of demonstrating key concepts to the learners during classroom activities."

Table 4.17: Teachers Apply Learner-Centered Method Teaching in Every Lesson

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	1	1.5	
	D	5	7.5	
	N	9	13.4	
	A	25	37.3	
	SA	27	40.3	
	Total		67	100.0

Source: Researcher (2024)

Table 4.17 shows that a total of 06 (0.9%) respondents disputed that teachers use the learner-centered technique in every lesson. The table also showed that nine (13.4%) respondents were unsure of the allegation, which lends credence to this assertion. In contrast to the assertion, the table also showed that 52 respondents, or 77.6% of the total, agreed with this fact. Classroom teachers generally acknowledged that they use the learner-centered approach of instruction in every lesson, as indicated by the mean score of 4.07 for the replies. This implied that the practice of applying learner-centred method teaching in every lesson could improve the level of teachers' role performance in government-aided primary schools in Butaleja District.

Results on Assessment of Learners

This section is comprised of the findings obtained on the Assessment of Learners in government-aided primary schools in Butaleja District as follows;

Table 4.18: Teachers Conduct Continuous Assessment of the Learners Regularly

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	4	6.0	
	D	4	6.0	
	N	4	6.0	
	A	23	34.3	
	SA	32	47.8	
	Total		67	100.0

Source: Researcher (2024)

A total of 08 (12.0%) respondents dispute that teachers often undertake ongoing assessments of their students, as shown in Table 4.28. The data also shows that four (6.0%) respondents were unsure of the allegation, which lends credence to this. The chart also shows that, in contrast to that assertion, 55 (82.1%) of the respondents agreed with the reality. The average response score was 4.12, indicating that classroom teachers generally agreed that teachers regularly assess their students continuously. This implied that that culture of assessing the learners continuously would result in improvement of teachers' role performance in government-aided primary schools in Butaleja District. In an interview conducted with the Headteacher school A, noted that:

The teachers are always encouraged to conduct a continuous assessment of the learners regularly as a way of establishing the level of learners' progress. The assessment is majorly done through daily classroom exercises, homework tasks and end-of-term examinations.

Contrary to the above, the headteacher of school G noted; "When it comes to assessment, some teachers are still not doing well when it comes to the assessment of learners' achievement regularly."

Table 4.19: Teachers Develop Assessment Items like Exercises, Tests and Exams in Time

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	1	1.5	
	D	3	4.5	
	N	6	9.0	
	A	25	37.3	
	SA	32	47.8	
	Total		67	100.0

Source: Researcher (2024)

Table 4.19 shows that 4 (6.0%) of the respondents did not agree that teachers create assessments such as tests, exams, and exercises on time. The data also shows that six (9.0%) respondents were unsure of the allegation, which lends credence to this. Contrary to the assertion, the table also shows that, on the basis of the fact alone, 57 respondents, or 83.1%, agreed. With a mean score of 4.25, classroom teachers generally agreed that teachers create assessment materials, such as exercises, tests, and exams, on time. This implied that the idea of developing assessment items like exercises, tests and exams in time could also contribute towards the improvement of teachers' role performance in government-aided primary schools in Butaleja District.

Table 4.20: Teachers Create Time to Mark the Assessment Items (Exercises, Tests and Exams) Timely

Respondents	Response	Frequency	Percent	Mean
	D	2	3.0	
	N	4	6.0	
Classroom Teachers	A	20	29.9	
	SA	41	61.2	
	Total	67	100.0	4.49

Source: Researcher (2024)

Table 4.20 shows that 2 respondents, or 3.0% of the total, disputed that teachers set aside time to mark the assessment items, which include tests, examinations, and exercises. The data also shows that four (6.0%) respondents were unsure of the allegation, which lends credence to this assertion. The chart also shows that, in contrast to this assertion, 61 (91.1%) of the respondents agreed based on this fact. Classroom teachers generally agreed that teachers should set aside time to mark the assessment items (exercises, tests, and examinations), according to the mean score of the replies, which was 4.49. This implied that practice of creating time to mark the assessment items (exercises, tests and exams) would greatly contribute towards the improvement of Teachers' Role Performance in government-aided primary schools in Butaleja District.

Research Hypothesis Ho1: There is No Statistically Significant Influence of Collaborative Strategy on Teachers' Role Performance In Government-Aided Primary Schools in Butaleja District.

This hypothesis sought to analyze whether there is statistically significant influence of collaborative strategy on teachers' role performance in government-aided primary schools in Butaleja District. Results of linear regression analysis on this item are presented in the Table

Table 4.21: Regression Coefficient for Collaborative Strategy on Teachers' Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Teachers' Performance	4.289	.560		7.661	.000
	Collaborative Strategy	.037	.146	.031	.251	.803

Note. R-squared = .037, F = 0.063, p = 0.803

The coefficient of determination (R-squared) was .037, implying that changes in collaborative strategy explained 3.7% of the variance in teachers' role performance. The regression (Table 4.21) was not statistically significant ($F_{(1,120)} = 0.063, p = .803$). This means that the data did not fit the regression model. The regression equation ($B = 0.037, t = 0.251, p = .803$) was: Teachers' Role Performance = 4.289 + 0.037 (Collaborative Strategy). This implies that for each one-point increase in the Collaborative Strategy, the predicted teachers' role performance increased by approximately 0.037 points, though this increase was not statistically significant. Thus, the null hypothesis (H_0) which states that "There is no statistically significant influence of collaborative strategy on Teachers' Role Performance in Government-Aided Primary Schools in Butaleja District" was accepted. This implies that the Collaborative Strategy had a minimal and statistically insignificant impact on Teachers' Role Performance. This also implies that there are other factors responsible for teachers' performance apart from the collaborative conflict management strategy of the headteacher.

Research Objective 2: To Analyze the Influence of Accommodating Strategy on Teachers’ Role Performance in Government-Aided Primary Schools in Butaleja District

The Independent variable (IV) in this study was headteachers’ conflict management strategies that were seen in terms of accommodating strategy among others. Accommodating strategy was fragmented by the researcher into five items as below;

Table 4.22: The Headteacher Prioritizes Preserving Relationships

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	3	4.5	
	D	3	4.5	
	N	12	17.9	
	A	25	37.3	
	SA	24	35.8	
	Total		67	100.0

Source: Researcher (2024)

Table 4.22 shows that a total of 6 (0.9%) respondents did not think that their head teachers place a high priority on maintaining relationships. The data also shows that 12 (17.9%) respondents were unsure of the allegation, which lends credence to this assertion. The chart also shows that, in contrast to the assertion, 49 (73.1%) of the respondents agreed based on the facts. In government-aided primary schools in Butaleja District, classroom teachers' headteachers prioritize maintaining relationships among staff members, which promotes a conflict-free environment and improves teachers' role performance, according to the mean score of the responses, which was 3.96. In an interview conducted with the Head teacher school D, pointed out that “The idea of preserving relationships is given priority for purposes creating harmony in school environment in order to enhance teamwork and quality

teaching. This has always been achieved through conducting some meetings aimed at resolving conflicts”.

Onyinyechi et al. (2021), the study proposed that there should be a strong communication network both vertically and horizontally within the educational environment for purposes of enhancing the relationships. Additionally, teachers and pupils should be educated about their code of conduct, and that it is essential to incorporate conflict resolution into the curriculum and culture of the school. The study was designed to identify school conflicts, the causes and management strategies in classroom relationships while the current is intending to examine the influence of Headteachers’ conflict management strategies on teachers’ performance.

Table 4 23: *The Headteacher Encourages Members to Always Consider the Other’s Views of the Situation*

Respondents	Response	Frequency	Percent	Mean
	D	2	3.0	
	N	4	6.0	
Classroom Teachers	A	31	46.3	
	SA	30	44.8	
	Total	67	100.0	4.33

Source: Researcher (2024)

Table 4.23 shows that, on average, two respondents (3.0%) disputed that their head instructors constantly urge their students to think about other people's perspectives. The data also showed that four respondents, or 3.0%, were unsure of the allegation, which supports this. Contrary to the assertion, the data also shows that 61 respondents, or 91.1%, agreed based on the facts alone. Classroom instructors generally felt that their headteacher encourages members to constantly consider the opinions of others in the circumstance, according to the mean score of the responses, which was 4.33. This implied that the practice of Headteachers encouraging members to always consider the others’ views of the situation. In an interview conducted with the Head teacher school B, noted that:” He always makes

effort to encourage teachers to always consider the others' views of the situation for purposes of avoiding the persistence of some conflicts which may in the long run affect the overall performance of the staff".

In relation to the above, Aigboje et al. (2013) examined the strategies used by secondary school administrators in the Nigerian state of Edo. According to the study, secondary school managers occasionally or frequently implemented the conflict accommodating, compromise, and aggressive strategies to settle conflicts at their institutions. However, the managers never employed the coercive approach. According to the study's findings, conflict arises in all organizations, including educational institutions, and it will always exist as long as people interact. But once it happens, conflict needs to be settled by encouraging members to also put into consideration the views of others.

Table 4.24: The Headteacher Regularly Encourages Setting Aside One's Personal Needs Because the Individual Desires to Please Others In Order to Keep the Peace

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	8	11.9	
	D	20	29.9	
	N	13	19.4	
	A	19	28.4	
	SA	7	10.4	
	Total		67	100.0

Source: Researcher (2024)

Table 4.24 shows that a total of 28 (41.8%) respondents disagreed that their headteacher frequently promotes putting one's own wants aside because people want to satisfy others in order to maintain harmony. The chart also shows that 13 (19.4%) respondents were unsure of the allegation, which lends credence to this. In contrast to all of the assertions, the table also shows that 26 respondents, or 38.8%, agreed with the fact. The average score of the responses was 2.96, indicating that most students were unsure if their head teacher consistently promotes putting one's personal needs aside because one wants to

appease others in order to maintain harmony. This implies there is still for the headteachers to regularly encourage setting aside one’s personal needs because the individual desires to please others to keep the peace to teachers’ role performance in government-aided primary schools in Butaleja District. Accommodating requires putting aside one's own needs since the person is concerned with pleasing others to keep the peace. This strategy was considered to be appropriate in situations when you want to show that you are reasonable, develop performance, create goodwill, keep peace, retreat, or for issues of low importance (Amie-Ogan et al. (2021). The maintenance of relationships is the main focus. Because it maintains ties, it might be helpful when someone makes an error or when you wish to mitigate losses (The Participation Company, 2016).

Table 4.25: The Headteacher a Tendency of Convincing One Party to Let It Go

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	22	32.8	
	D	16	23.9	
	N	13	19.4	
	A	9	13.4	
	SA	7	10.4	
	Total		67	100.0

Source: Researcher (2024)

Table 4.25 shows that 38 respondents, or 56.7% of the total, disagreed with their head instructors' propensity to persuade one party to overlook it. The data also shows that 13 (19.4%) respondents were unsure of the allegation, which lends credence to this assertion. The table also shows that, in contrast to the assertion, a total of 16 (23.8%) respondents agreed with this reality. The average response score was 2.45, meaning that classroom teachers were generally unsure if their headteachers had a tendency to persuade one party to overlook it. This implies there is still a need for the headteachers to promote the tendency of convincing one party to let it go for purposes of enhancing teachers’ role performance in government-aided primary schools in Butaleja District.

Table 4.26: The Headteacher Make Efforts to Modify the Goals of the Conflicting Parts so as to Achieve Compatibility

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	11	16.4	
	D	8	11.9	
	N	12	17.9	
	A	18	26.9	
	SA	18	26.9	
	Total		67	100.0

Source: Researcher (2024)

Table 4.26 shows that 19 respondents, or 28.3%, disagreed that their head instructors try to reconcile the opposing aspects by changing their goals. The data also shows that 12 (17.9%) respondents were unsure of the allegation, which lends credence to this assertion. The chart also shows that, in contrast to this assertion, 36 (53.8%) of the respondents agreed based on this particular fact. With a mean score of 3.36, classroom teachers generally believed that their headteachers try to change the objectives of the opposing sections to make them compatible.. This implies that the Headteachers making efforts to modify the goals of the conflicting parts to achieve compatibility could assist in the management of conflicts and hence improve the degree of teachers' role performance in government-aided primary schools in Butaleja District.

Research Hypothesis H₀₂: There is No Statistically Significant Influence of Accommodating Strategy on Teachers' Role Performance in Government-Aided Primary Schools in Butaleja District

This hypothesis sought to analyze whether there is statistically significant influence of accommodating strategy on teachers' role performance in government-aided primary schools in Butaleja District. Results of linear regression analysis on this item are presented in **Table 4.27: Regression Coefficient for Accommodating Strategy on Teachers' Role Performance**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Teachers' Performance	3.983	.585		6.807	.000
	Accommodating Strategy	.049	.169	.036	.293	.771

Note. R-squared = .036, F = 0.086, p = .771.

Results in Table 4.27 reveal that the coefficient of determination (R-squared) is .036, implying changes in accommodation strategy accounted for 3.6% of the variance in teachers' performance. There was no statistically significant regression ($F(1,120) = 0.086, p = .771$), meaning that the data did not fit the regression model. The regression equation ($B = 0.049, t = 0.293, p = .771$) was: Teachers' Performance = 3.983 + 0.049 (Accommodating Strategy), implying that for each one-point increase in the Accommodating Strategy, the predicted Teachers' Performance increased by approximately 0.049 points, though this increase was not statistically significant. Thus, the null hypothesis H_02 "*There is no statistically significant influence of accommodating strategy on teachers' role performance in government-aided primary schools in Butaleja District*" was accepted. This implies that the Accommodating Strategy had a minimal and statistically insignificant impact on Teachers' Performance. This further implies that there are other factors responsible for teachers' performance apart from the accommodating conflict management strategy of the headteacher.

Research Objective 3: To analyze the influence of avoidance strategy on teachers' role performance in government-aided primary schools in Butaleja District.

The Independent variable (IV) in this study was Headteachers' conflict management strategies that were seen in terms of avoidance strategy among others. The avoidance strategy was fragmented by the researcher into five items as below;

Table 4.27: There is a Tendency of Neglecting the Conflicts

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	34	50.7	
	D	19	28.4	
	N	4	6.0	
	A	6	9.0	
	SA	4	6.0	
	Total		67	100.0

Source: Researcher (2024)

Table 4.28 shows that 53 (79.1%) of the respondents did not think that there was a propensity to overlook the conflicts. Four (6.0%) respondents were unsure about this claim, which is further evidenced by the table. But in addition, the chart shows that, on average, 10 (15.0%) respondents had an argument based on the fact, which runs counter to the same assertion. The respondents' average score of 1.91 indicated that, generally speaking, classroom teachers did not think that there was a propensity to overlook the problems. This implies that there was no tendency to neglect the conflicts and this could call for interventions in line with the proper Headteachers' conflict management strategies thus improving the level of teachers' role performance in government-aided primary schools in Butaleja District. In an interview conducted with the Headteacher school D, noted that: "In his school they rarely neglect the conflicts among the staff members. Unless when the issues bringing about conflicts are minor and are expected not to cause any loss or affect the relationship among the staff."

In line with the above, Kagucia (2023) stated that avoidance conflict resolution strategy which involves neglecting the conflicts may also result in improved staff performance, according to the results. The study concluded that employee performance is influenced by the avoidance conflict resolution approach and that organizational characteristics modify the association between avoidance and employee performance. The

study recommended the use avoidance strategy while handling trivial concerns and adopting a win-win or lose-lose viewpoint.

Table 4 28: *Putting off a Discussion until Later is a Common Practice by Our Headteacher*

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	17	25.4	
	D	23	34.3	
	N	10	14.9	
	A	12	17.9	
	SA	5	7.5	
	Total		67	100.0

Source: Researcher (2024)

Table 4.29 indicates that 40 respondents, or 59.7% of the total, disagreed that our headteacher frequently delays discussions. The table also shows that 10 (14.9%) respondents were unsure of the allegation, which lends credence to this assertion. The table also shows that, in contrast to the assertion, a total of 17 (25.4%) respondents agreed with the fact. The average score of the replies was 2.48, meaning that classroom teachers were generally unsure if their headteachers frequently postponed important discussions. This implies that the system of putting off a discussion until later was a common practice by their headteacher hence calling for more effort to be made about conflict management as one of the factors that can promote teachers' role performance in government-aided primary schools in Butaleja District.

Table 4.29: The Headteacher always Maintains a Neutral Position whenever there are Conflicting Parties

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	10	14.9	
	D	13	19.4	
	N	12	17.9	
	A	24	35.8	
	SA	8	11.9	
	Total		67	100.0

Source: Researcher (2024)

Table 4.30 shows that a total of 23 (34.3%) respondents do not agree that their head teachers always take a neutral stance when there are parties in disagreement. The data also shows that 12 (17.9%) respondents were unsure of the allegation, which lends credence to this. In contrast to that assertion, the table also shows that 32 respondents, or 47.7% of the total, agreed with the fact. Classroom instructors were generally unsure if their headteachers consistently maintain a neutral stance when there are conflicting parties, as indicated by the mean score of the responses, which was 3.10.

. This implied that there was still need for Headteachers to always maintain neutral position whenever there are conflicting parties for purpose of Teachers' Role Performance in government-aided primary schools in Butaleja District. In an interview conducted with the Head teacher school A, noted that:

In his school efforts are always made to maintain a neutral position whenever there are conflicting parties. For purposes of acquiring adequate information concerning the root cause of the conflict. According to Thuo et al. (2017), school administrators must recognize the root causes of conflicts and provide a channel for staff members to address their concerns by maintaining a neutral position. Leaders must also always develop their leadership skills, be

adaptable, involve their team, and provide them with growth chances. Additionally, school administrators want to explore methods for acquiring and expanding funding sources.

Table 4.30: *The Headteacher Tends to Change the Subject when Conflict Rises*

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	21	31.3	
	D	25	37.3	
	N	7	10.4	
	A	7	10.4	
	SA	7	10.4	
	Total		67	100.0

Source: Researcher (2024)

Table 4.31 shows that 46 (68.6%) of the respondents did not agree that their head instructors frequently shift the topic of conversation when a disagreement occurs. The data also shows that seven (10.4%) respondents were unsure of the allegation, which lends credence to this. Contrary to the assertion, the chart also shows that, on the basis of the fact alone, 14 respondents (20.8%) agreed overall. Classroom instructors mostly disputed that their headteachers frequently shift the topic when a disagreement emerges, according to the mean score of the responses, which was 2.31.. This implied that the culture of the Headteachers changing the subject when a conflict arises is not there and this could also bring about harmony in the school environment thus improving teachers' role performance in government-aided primary schools in Butaleja District.

Table 4.31: Differences Opinion are Usually Avoided by our Headteacher

Respondents	Response	Frequency	Percent	Mean
Classroom Teachers	SD	14	20.9	
	D	21	31.3	
	N	9	13.4	
	A	11	16.4	
	SA	12	17.9	
	Total		67	100.0

Source: Researcher (2024)

Table 4.33 shows that a total of 35 (52.2%) respondents disagreed that their head teachers typically avoid disagreements. The table also shows that nine (13.4%) respondents were unsure of the allegation, which lends credence to this assertion. In contrast to this assertion, the chart also shows that 33 respondents, or 34.9%, agreed with this fact overall. An average of classroom instructors were unsure if their headteachers typically avoided disagreements, according to the mean score of the responses, which was 2.79. This implies that there is still a need for the headteachers. Always not take a side when different opinions arise as a strategy for managing conflicts and hence promoting higher levels of teachers' role performance in government-aided primary schools in Butaleja District.

Research Hypothesis H₀₃: There is no statistically significant influence of avoidance strategy on teachers' role performance in government-aided primary schools in Butaleja District.

This hypothesis sought to analyze whether there is a statistically significant influence of avoidance strategy on teachers' role performance in government-aided primary schools in Butaleja District. Results of linear regression analysis on this item are presented in the Table 4.33.

Table 4.32: Regression Coefficient for Accommodating Strategy on Teachers' Role Performance

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Teachers' Performance	4.285	.378		11.349	.000
	Avoidance Strategy	.053	.144	.046	.370	.713

Note. R-squared = .053, F = 0.137, p = .713

Objective 3 sought to establish how the avoidance strategy influences Teachers' Performance. The R-square value of .053 implies that changes in the headteachers' avoidance strategy of conflict management accounted for 5.3% of the variance in teachers' role performance. A regression analysis was also conducted, and a significant regression was not found ($F(1,120) = 0.137, p = .713$). This means that the data did not also fit the regression model. The regression equation ($B = 0.053, t = 0.370, p = .713$) was: Teachers' Performance = $4.285 + 0.053$ (Avoidance Strategy). That is, for each one-point increase in the Avoidance Strategy, the predicted Teachers' Performance also increased but by approximately 0.053 points, which is still not statistically significant. Thus, the null hypothesis H_{03} , "There no statistically significant influence of avoidance strategy on teachers' role performance in government-aided primary schools in Butaleja District" was accepted. This implies that the Avoidance Strategy had a minimal and statistically insignificant impact on Teachers' Performance, meaning that there are other factors responsible for teachers' performance apart from the avoidance conflict management strategy of the headteacher.

Chapter Five

Summary of findings, Discussion, Conclusions and Recommendations

Introduction

This chapter is comprised of the summary, discussion, conclusions and recommendations made in reference to the influence of headteachers' conflict management strategies on teachers' role performance in government-aided primary schools in Butaleja District. Areas of future research that can supplement the study were also suggested.

Summary of Findings

Research Objective 1: To analyze the influence of collaborative strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.

The findings of the study revealed that Collaborative Strategy has a moderate and positive influence at ($\beta = .031$, $p > .05$) on Teachers' Role Performance in the government-aided primary schools in Butaleja District, but not statistically significant. Demonstrating that an increase in the utilization of the Collaborative Strategy of conflict management results in improvement of teachers' role performance in the government-aided primary schools in Butaleja District, other factors remaining constant.

Research Objective 2: To assess the influence of accommodating strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.

The findings of the study revealed that accommodating strategy has a moderate and positive statistically significant influence at ($\beta = .036$, $p > .05$) on teachers' role performance in the government-aided primary schools in Butaleja District, but not statistically significant. Reflecting that the increase in the application of accommodating Strategy of conflict management results in improvement of teachers' role performance in the government-aided primary schools in Butaleja District, other factors remaining constant.

Research Objective 3: To evaluate the influence of avoidance strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District

The findings of the study revealed that avoidance strategy has a moderate and positive statistically significant influence at ($\beta = .046, p > .05$) on teachers' role performance in the government-aided primary schools in Butaleja District, but not statistically significant. This implies that an increase in the application of the avoidance Strategy of conflict management results in an improvement in teachers' performance in government-aided primary schools in Butaleja District, with other factors remaining constant.

Discussions of Findings

Research Objective 1: To analyze the influence of collaborative strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.

They revealed that Collaborative Strategy has a moderate and positive influence on Teachers' Role Performance in the government-aided primary schools in Butaleja District but is not statistically significant. In relation to these findings, Kalei (2018) assessed also how collaborative strategies relate to workers' performance in insurance companies in Kenya's Homa Bay County. The study found out that employee performance and collaborative strategy had a good correlation. According to the theory of conflict management by Max Weber (1906), society is always a potential ground for conflict and struggle over the available resources between foremost and subordinate groups. Like any other group or society, the primary school systems may find themselves in conflicting circumstances due to differences in perspective, ethnicity, or the pursuit of power and ambitions. When they are unhappy with the way pupils are acting, teachers most frequently get into arguments with each other, their pupils, and their leadership. As previously said, their abrupt involvement in conflicts with others may result in negativity, interrupted peace, and demotivated staff members. This may affect the performance of the teachers and thus, call for some

headteachers' conflict management strategies such as collaboration, accommodating, and avoidance among others.

Research Objective 2: To assess the influence of accommodating strategy on teachers' role performance in government-aided primary schools in Butaleja District.

The study revealed that the accommodating Strategy has a moderate and positive influence on teachers' role performance in government-aided primary schools in Butaleja District, but not statistically significant. In line with these findings, Nnadi, et al. (2018), analyzed the relationship of accommodating strategies on employee performance in **Nhif** insurance companies in Homa Bay County, Kenya. The study found that accommodating strategy and employee performance were positively correlated based on its findings. Accommodating requires putting aside one's own needs since the person is concerned with pleasing others to keep the peace. The maintenance of relationships is the main focus. Because it maintains ties, it might be helpful when someone makes an error or when you wish to mitigate losses.

Research Objective 3: To analyze the influence of avoidance strategy on teachers' role performance in government-aided primary schools in Butaleja District.

The study revealed that the Avoidance Strategy has a moderate and positive on Teachers' role performance in government-aided primary schools in Butaleja District, but not statistically significant. In relation to these findings, Kagucia (2023), investigated how the Avoidance Conflict Resolution Strategy influenced worker performance in Kenyan public universities. The technique improved staff performance, according to the results. The study concluded that employee performance is influenced by the avoidance conflict resolution approach and that organizational characteristics modify the association between avoidance and employee performance. The study recommended the use avoidance strategy while handling trivial concerns and adopting a win-win or lose-lose viewpoint. Avoidance conflict resolution strategy is characterized by delegating controversial decisions, accepting default decisions and not wanting to offend anyone's feelings. It can be considered appropriate once

victory is impossible, when the disagreement is trivial, or when somebody else is seen to be in a better position to resolve the available problem (Amie-Ogan et al 2021).

Conclusions

Research Objective 1: To analyze the influence of collaborative strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.

Based on the study findings, it is concluded that Collaborative Strategy positively though non-significantly influences teachers' role performance in the government-aided primary schools in Butaleja District. Therefore, Headteachers in the government-aided primary schools in Butaleja District should continue encouraging teachers to view conflict as problems to be solved, make efforts to find creative solutions that satisfy all the parties' concerns, idea of conducting open discussion of issues, focus on solving problems so that everyone wins among others to strengthen the collaborative conflict management strategy to enhance teachers' role performance in government-aided primary schools in Butaleja District.

Research Objective 2: To assess the influence of accommodating strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.

Based on the study findings, the study concluded that accommodating strategy positively but non-significantly influences teachers' role performance in the government-aided primary schools in Butaleja District. This meant that headteachers in government-aided primary schools in Butaleja District should continue prioritizing the idea of preserving relationships and also the idea of setting aside one's personal needs or individual desires to please others to maintain peace in the school environment.

Research Objective 3: To evaluate the influence of avoidance strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.

Based on the study findings, the study concludes that avoidance strategy influences Teachers' Role Performance positively though non-significantly in the government-aided primary schools in Butaleja District. Therefore, Headteachers in government-aided primary schools in Butaleja District should continue maintaining a neutral position whenever there are

conflicting parties. This may help them hear from the two conflicting parts to find creative solutions that satisfy all the parties.

Recommendations

From the findings of the study, the following recommendations were made in line with the major objectives which guided the study;

Research Objective 1: To analyze the influence of collaborative strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.

Headteachers in the government-aided primary schools in Butaleja District should continue encouraging teachers to view conflict as problems to be solved, they should make an effort to find creative solutions that satisfy all the parties' concerns. The idea of conducting open discussion of issues, that focuses on solving problems so that everyone wins. This strengthens the collaborative conflict management strategy to enhance teachers' role performance in the government-aided primary schools in Butaleja District.

Sensitization of the teachers about the dangers of conflicts in the school environment during staff meetings and through staff development programmes such as seminars and workshops to boost teachers' role performance in the government-aided primary schools in Butaleja District.

Research Objective 2: To assess the influence of accommodating strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.

Headteachers in the government-aided primary schools in Butaleja District should continue prioritizing the idea of preserving relationships and also the idea of setting aside one's personal needs or individual desires to please others to maintain peace in the school environment.

Headteachers also need to sensitize the teachers about the benefits of preserving relationships and also the idea of setting aside one's personal needs or individual desires to please others to maintain peace in government-aided primary schools in Butaleja District.

Research Objective 3: To evaluate the influence of avoidance strategy on Teachers' Role Performance in government-aided primary schools in Butaleja District.

Headteachers in government-aided primary schools in Butaleja District should continue maintaining a neutral position whenever there are conflicting parties. This may help them hear from the two conflicting parts to find creative solutions that satisfy all the parties.

Headteachers need to apply an avoidance strategy which is characterized by a tendency to neglect the conflicts, putting off a discussion until later, changing the subject when a conflict arises among others while handling trivial concerns and adopting a win-win or lose-lose viewpoint.

Limitations of the study.

The study scope was limited to Government-Aided primary schools where the collected data may be insufficient in establishing the teachers' role performance and Headteachers' conflict management strategies within the scope of the study. It would thus be more helpful to have responses from private primary schools which experience conflicts.

The researcher could not adequately guarantee data quality control of qualitative data because the researcher did not involve the Centre coordinating tutors, district inspector of schools and chairpersons of school management committees' responses other than the headteachers to be interviewees to broaden the transcribed views. Due to the limited resources available, the research was conducted in only eight Government-Aided primary schools in Butaleja District.

Suggestions for Further Research

The study focused on the influence of Headteachers' conflict management strategies on Teachers' Role Performance in government-aided primary schools in Butaleja District. This means that Private primary schools were not included in this study. Therefore, other researchers can consider the problem in Private primary schools.

As well the study was conducted from Butaleja District only yet there are many other places in the region and even in the country at large where this research can be carried out.

The study applied a mixed methods paradigm during the data collection process. However, another researcher can study the influence of influence of headteachers' conflict management strategies on teachers' role performance by applying a purely qualitative research design.

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Appendices

Appendix A: Permission Letter



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Butaleja - Uganda
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www.busitema.ac.ug

OFFICE OF THE DEAN FACULTY OF SCIENCE AND EDUCATION

Date: 07/8/2016

Your Ref:

Our Ref: BUVNAG/1001/1

MASANGHE PRIMARY SCHOOL
P.O. BOX 1, BUTALEJA DISTRICT
DATE: 07/08/2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: H. G. ... Tolosa ... Reg. BU/G20/EDM/16

The above named is a student of Busitema University pursuing a Masters Degree in Education Leadership and Management (MELM) at Faculty of Science and Education (FSE). In partial fulfilment for the award, he/she is conducting a research on HEADTEACHERS' CONFLICT MANAGEMENT STRATEGIES AND TEACHERS ROLE PERFORMANCE IN BUTALEJA DISTRICT

The purpose of this letter is to formally request you to allow him/her collect data from your organization which is relevant to this research. This is purely an academic research and therefore any information collected will be treated with utmost confidentiality in accordance with the research ethics principles.

Any assistance accorded to him/her in this regard will highly be appreciated.

Thank you.

Sincerely,

Assoc. Professor David Kani Olema
FACULTY DEAN

Appendix B: Headteachers' Conflict Management Strategies and Teachers' Role Performance Questionnaire (CMSTPQ) for Classroom Teachers

Dear respondent,

I am **Higenyi Yokosani Reg. No BU/G20/EDM/6**, a post graduate student Busitema University pursuing a Masters' Degree in Education Leadership and Management. I am conducting research on "*Headteachers' conflict management strategies and Teachers' Role Performance in Government-aided Primary Schools in Butaleja District, Uganda*". Please spare some few minutes and respond to the questions that follow. Your responses shall contribute to the success of this study and will be treated with maximum confidentiality. Your responses will be used only for purposes of this study.

PART A: Demographic information

Please tick [√] the most appropriate alternative that corresponds to items given.

A1	Gender: Male	<input type="checkbox"/>	Female	<input type="checkbox"/>						
A2	Highest Qualification: GR III	<input type="checkbox"/>	Diploma	<input type="checkbox"/>	Bachelors	<input type="checkbox"/>	Postgraduate Diploma	<input type="checkbox"/>	Masters	<input type="checkbox"/>
A3	Period of Service: 1-5 years	<input type="checkbox"/>	6-10 years	<input type="checkbox"/>	11 years and above	<input type="checkbox"/>				

Indicate your level of agreement with each of the following items by ticking [√] in the corresponding boxes, using the scale that follows.

Likert scale: SD = Strongly Disagree D = Disagree N = Neutral A = Agree SA = Strongly Agree

PART B: Conflict Management Strategies

		Agreement scale
		SD D N A SA
Collaborative Strategy		
CS1	The school encourages teachers to view conflict as problems to be solved	
CS2	The school always makes efforts to find creative solutions that satisfy all the parties' concerns	
CS3	The school supports idea of conducting open discussion of issues	
CS4	The school aims at coming up with a successful resolution of conflict without compromising key issues	
CS5	The school focuses on solving problems so that everyone wins	
Accommodating Strategy		Agreement scale
		SD D N A SA
AS1	The school prioritizes preserving relationships	
AS2	The school encourages members to always consider the other's views of the situation.	
AS3	The school regularly encourages setting aside one's personal needs because the individual desires to please others in order to keep the peace.	
AS4	The school a tendency of convincing one party to let it go	
AS5	The school make efforts to modify the goals of the conflicting parts so as to achieve compatibility	
Avoidance Strategy		
AvS1	There is a tendency of neglecting the conflicts	
AvS2	Putting off a discussion until later is a common practice in our school	
AvS3	The school always maintains neutral position whenever there are conflicting	

parties

AvS4 The school tends to changing the subject when a conflict a rises

AvS5 Differences of opinion usually avoided

Section C: Teachers' Performance

Preparation for Lessons

PL1 Teachers prepare guiding documents such as schemes of work, lesson plans etc.

PL2 Teachers prepare teaching aids

PL3 Teachers prepare relevant notes for teaching

Lesson Presentation

AT1 Teachers deliver the content

AT2 Teachers use the teaching learning materials in class

AT3 Teachers apply learner-centered method when teaching

Assessment of Learners

AoL1 Teachers conduct continuous assessment of the learners

AoL2 Teachers develop assessment items like exercises, tests and exams

AoL3 Teachers create time to mark the assessment items like exercises, tests and exams

Thank you for your participation!!

**Appendix C: Headteachers' Conflict Management Strategies and Teachers' Role
Performance Interview Guide (CMSTPIG)**

School Name:.....

Place of the interview:.....

Time of the interview:.....

Duration of the interview:.....

Self-Introduction and Introduction of the Rationale of the study

Part 1: Headteachers' conflict management strategies (CMS)

1. How is your school applying collaborative strategy to manage conflicts?
2. How is accommodating strategy being applied to manage conflicts in your school?
3. Under what circumstances do you apply avoidance strategy when managing conflicts?

Part 2: Teachers' Performance

1. How is Preparation for Lessons being done in your school?
2. How are Lesson Presentations conducted in your school?
3. How is Assessment of Learners being done in your school?

*******END*******

Appendix D: Conflict Management Strategies and Teachers' Role Performance

Documentary Review Checklist

School Name:.....

Date of Documentary Review:.....

Self-Introduction and

Documents Selected	Data to be analyzed
PART I: Teachers' Performance	
Schemes of work and Lesson plans	Content, teaching materials, references and instructional objectives
Lesson observation sheets	Lesson introduction, methods of teaching, use of instructional materials, demonstration of technical skills and classroom management
Record of work	Syllabus coverage and assessment tasks
Teachers' termly performance reports	General teachers' preparation for lessons, conducting of lessons and assessment of learners' progress
PART II: Conflict Management Strategies	
Minutes of minutes related to conflict resolution	Conflict Management Strategies applied when resolving conflicts

Appendix E: Krejcie and Morgan Table for Determining Sample Size of a known Population

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

Note: N is Population Size; S is Sample Size

Source: Krejcie & Morgan, 1970

17% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Match Groups

- 227 Not Cited or Quoted 15%**
Matches with neither in-text citation nor quotation marks
- 21 Missing Quotations 1%**
Matches that are still very similar to source material
- 4 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 11% Internet sources
- 3% Publications
- 12% Submitted works (Student Papers)

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