

**CONFLICT MANAGEMENT STRATEGIES AND TEACHERS' PRODUCTIVITY
IN PUBLIC PRIMARY SCHOOLS OF MAKINDYE DIVISION
KAMPALA DISTRICT, UGANDA**

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**A THESIS REPORT PRESENTED TO THE COLLEGE OF HIGHER DEGREES AND
RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTER OF EDUCATIONAL ADMINISTRATION AND
MANAGEMENT OF KAMPALA INTERNATIONAL
UNIVERSITY KAMPALA-UGANDA**

NOVEMBER, 2017

ABSTRACT

The study established the relationship between conflict management strategies and teachers' productivity in public primary schools of Makindye Division Kampala District Uganda, the following specific objectives guided this study: i) to examine the effect of competing on teachers' productivity in the public primary schools of Makindye division Kampala district Uganda; ii) to establish the effect of accommodating on teachers' productivity in public primary schools of Makindye division Kampala district Uganda, (iii) to assess the effect of avoiding on teachers' productivity in public primary schools of Makindye division Kampala district Uganda, (iv) to explore the effect of collaborating on teachers' productivity in public primary schools of Makindye division Kampala district Uganda and (v) to determine the effect of compromising on teachers' productivity in the public primary schools of Makindye division Kampala district Uganda. To establish whether teachers' productivity is a function of conflict management strategies, the study adopted the following designs; descriptive correlational to measure the degree of association between conflict management strategies and teachers' productivity, cross-sectional research design was used because data was drawn/collected from a wide spread of respondents and multiple linear regression analysis was used to establish the significant effect of conflict management strategies on Teachers' productivity. The study used a research population of 312 and a sample size of 175. The findings indicated that there exists a positive and significant relationship between competing and productivity of teachers ($r\text{-value}=.724$ & $.004$), there is a significant relationship between accommodating and productivity of teachers ($r\text{-value}=.278$ & $.000$), the findings also proved a positive significant relationship between avoiding and productivity of teachers ($r\text{-value}=.529$ & $.000$), there exists a positive and significant relationship between collaborating and productivity of teachers ($r\text{-value}=.633$ & $.000$), improvement in compromising it can also increase the level of productivity of teachers in public primary schools in Makindye division Kampala Uganda ($r\text{-value}=.395$ & $.000$). The researcher concluded that; effective competing increases the level of productivity of teachers, good accommodating significantly increases the productivity of teachers, high levels of avoiding, it also improves teachers' productivity, collaborating highly increases the level of teachers' productivity and improvement in compromising it can also increase the level of productivity of teachers in public primary schools in Makindye division Kampala Uganda. The researcher recommended that; the teachers to make sure that when a conflict occurs they always tend to back out of the situation and do something else, hence helping to reduce on the rate of conflicts at the workplace, the teachers always not to try avoid people who have strong opinions, this will help them believe that fighting peoples' opinions is not the only way of solving conflicts, should always cooperate and help those who think they have good ideas, and this will help to provide guidance to these teachers, and should always to use dramatization as an effective method of teaching, hence helping them teach well.