JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

School Polices and Conflicts among Students in Universal Secondary Education Schools in Kampala Capital City, Uganda

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Abstract

The study examined the relationship between school policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda. Three objectives specifically guided the current study; i) To examine the relationship between admission policies and conflicts among students, ii) To examine the relationship between discipline policies and conflicts among students, and iii) To examine the relationship between teaching & learning policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda. The study adopted a correlational research design coupled with a quantitative approach. A sample size of 75 respondents was taken into account constituting of head teachers and teachers from the 5 selected universal secondary education schools in Kampala Capital City. Both descriptive analysis and correlation analysis were applied to give answers to the study objectives. The study revealed that there is a strong negative and statistically significant relationship between admission policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda. The study also revealed that there is a strong negative and statistically significant relationship between discipline policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda. Further, the study revealed that there is a strong negative and statistically significant relationship between teaching & learning policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda. Therefore, the study concludes that school policies have a negative and significant relationship with conflicts among students in that an improvement in the different school policies such as admission policies, discipline policies, and teaching & learning policies resultantly leads to a reduction in conflicts among students in universal secondary education schools in Kampala Capital City, Uganda. The study recommends that the schools should develop clear and consistent behavior policies that clearly communicate a student code of conduct and also ensure rules are fair, consistently enforced, and involve student input where appropriate as this would have significant influence on the reduction of conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Keywords: *School Policies, Admission Policies, Discipline Policies, Teaching & Learning Policies, and Conflicts among Students.*

Introduction

The current study aims to investigate the relationship between school policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Historical Perspective

Globally, in the early part of the 20th century, school policies were largely focused on maintaining strict discipline. Corporal punishment was common in many countries as a means to prevent and resolve conflicts and students were expected to conform to rigid behavioral standards. These policies often exacerbated conflicts by encouraging a top-down, authoritarian approach to resolving disputes. However, they did not address the root cause of student conflicts, such as emotional or social challenges, and often resulted in resentment and repression among students (Kathryn & Rajinder, 2021). In the mid-20th century among many developing countries and African countries, there was a global shift towards recognizing student rights. Schools began to move away from corporal punishment and introduced more progressive disciplinary policies, such as in-school suspensions, counseling, student councils, and expulsions for certain behaviors. These changes led to a more supportive approach to conflict resolution. Schools began to recognize the importance of addressing students' psychological and emotional needs, which reduced the incidence of violent conflicts and helped foster better communication among students (Muthobi, 2021).

Theoretical Perspective

The Social Learning Theory guided the study which was introduced by Bandura in 1983. The theory posits that individuals learn behaviors, including aggressive or peaceful behaviors, through observing others, particularly influential figures like teachers, peers, and family members. In the school context, students are likely to replicate behaviors they observe in authority figures or in their environment (Firmansyah & Saepuloh, 2022). According to Arishaba (2024) school policies such as conflict resolution programs or restorative justice practices encourage positive interactions and role modeling by teachers and students. If school policies promote non-violent conflict resolution, students may adopt similar behaviors, thus reducing conflicts. Conversely, the author asserts that if a school policy promotes punitive or authoritarian measures, students may learn aggressive or defensive behaviors, leading to increased conflicts (Arishaba, 2024). Thus, this theory was applicable to this study as it offers a linkage between school policies and conflicts among students.

Contextual Perspective

This study was carried out among selected universal secondary education schools in Kampala Capital City, Uganda examining the relationship between school policies and conflicts among students. This was due to the limited or no surveys that have been conducted in the location relative to school policies and conflicts among students explicitly in universal secondary education schools in Kampala Capital City. Additionally, Kampala Capital City was considered since there is still noticeable increase in conflicts among students, manifesting in various forms such as

physical fights, verbal abuse, bullying, group clashes, and sometimes strikes or unrest among different secondary schools in Kampala district (Kampala Capital City Authority, 2022).

Conceptual Perspective

School policies are a set of formal rules, guidelines, and principles established by educational institutions, school boards, or governing bodies to guide the operations, conduct, and functioning of schools. These policies serve as a framework for decision-making, behavior expectations, and overall school management including academic standards, student conduct, teacher responsibilities, disciplinary actions, health and safety, and inclusion (Haruthaithanasan, 2018). Conflicts among students refer to disagreements, disputes, or confrontations that arise between students within the school environment. These conflicts can occur due to differences in opinions, values, beliefs, interests, or behaviors, and may involve a variety of issues such as personal disagreements, competition, bullying, or clashes related to social, cultural, or academic factors (Ramazan, 2022). For the purpose of this study, school policies were hypothesized in terms of admission policies, discipline policies, and teaching & learning policies, while conflicts among students was conceptualized in terms of social conflicts, cultural and ethnic conflicts, academic conflicts, behavioral conflicts, power and control conflicts, and resource-based conflicts ethical among others.

Statement of the problem

The government of Uganda in conjunction with the Ministry of Education and Sports has put in place various school policies and programs aimed at improving conflict resolution, psychosocial support, and student-centered learning gradually shifting away from punitive disciplinary measures like corporal punishments to more supportive approaches, such as counseling services and life skills education. For instance, school leadership and management policies have increasingly been implemented focused on training head teachers and school administrators in conflict management and creating safe school environments through reducing violence and bullying in schools (Ministry of Education and Sports, 2018).

Although, despite the incredible policies and programs, there is still noticeable increase in conflicts among students, manifesting in various forms such as physical fights, verbal abuse, bullying, group clashes, and sometimes strikes or unrest among different secondary schools in Kampala district (Kampala Capital City Authority, 2022). Evidence indicates that over 60% of the students in selected secondary schools in Kampala district have witnessed or been involved in some form of conflict or violence (Kampala Capital City Authority, 2022). This has consequently disrupted the learning environment, affected students' academic performance, led to severe injuries and damage of school properties, and in some cases led to school closures or suspension. Hence, it's due to this that the present study examined the relationship between school policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Objectives of the Study

General Objective

The main study objective was to examine the relationship between school policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Specific Objectives

i. To examine the relationship between admission policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

ii. To examine the relationship between discipline policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

iii. To examine the relationship between teaching & learning policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Study Hypotheses

The following alternative hypotheses guided the specific objectives of the study;

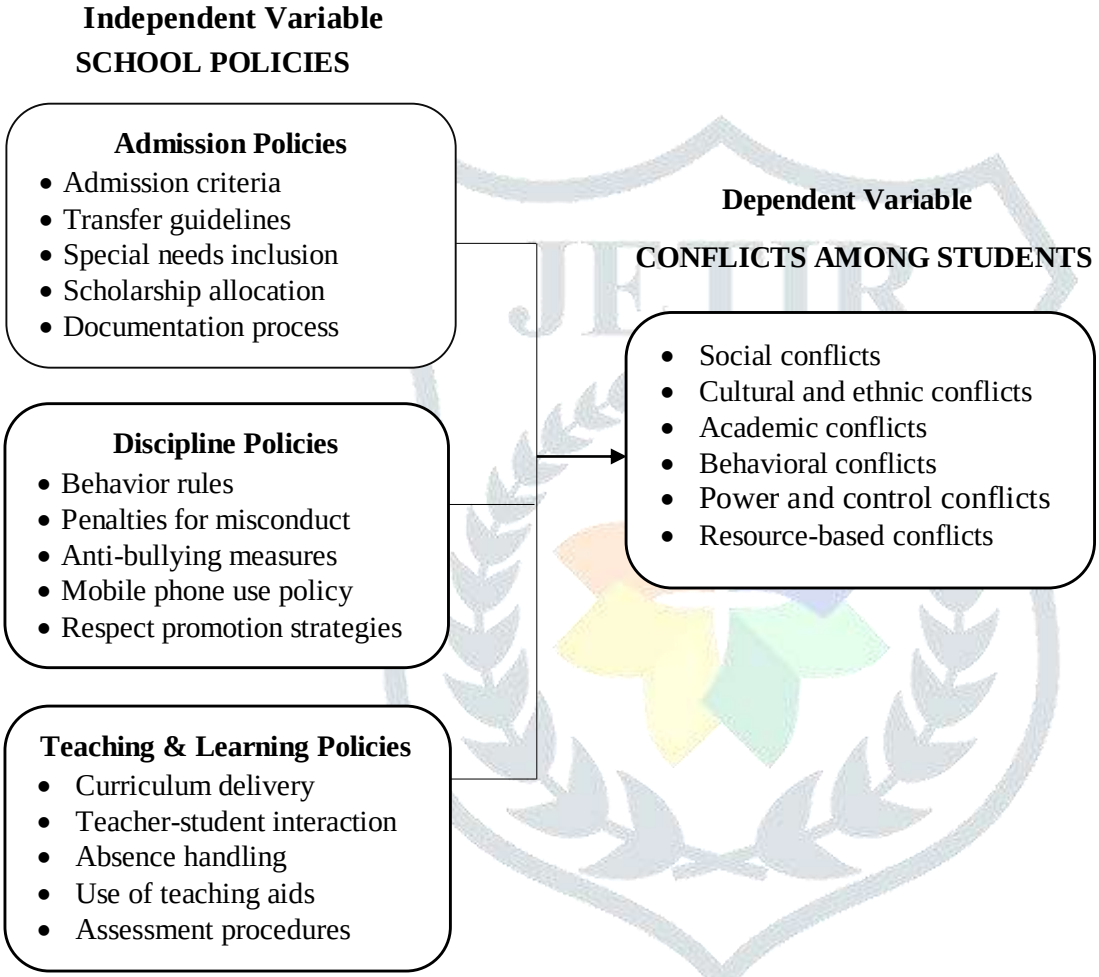
Ha_1: Admission policies have a statistically significant relationship with conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Ha_2: Discipline policies have a statistically significant relationship with conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Ha_3: Teaching & learning policies have a statistically significant relationship with conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Conceptual Framework

The conceptual framework shows an illustrative diagram on the linkage between School Policies and Conflicts among Students.



Literature Review

School Policies and Conflicts among Students

School policies have a significant influence on conflicts among students by shaping the environment and the ways in which conflicts are managed. School policies that clearly define acceptable behavior and outline the consequences for violations help prevent conflicts by setting expectations. When students understand the rules and the consequences for breaking them, they are more likely to follow them, reducing the likelihood of conflicts (Mahvar, Farahani, & Aryankhesal, 2018). According to Valente, Afonso Lourenco and Nemeth (2022) a school policy that promotes respectful behavior and outlines consequences for bullying or harassment can help reduce conflicts by discouraging negative behaviors from the outset.

School policies the promote conflict resolution and peer intermediation programs offer students structured ways to resolve disagreements. These programs teach students problem-solving skills and encourage peaceful negotiation rather than violence or aggression. Schools with conflict resolution policies that train students to mediate disputes can reduce violent confrontations and foster a more collaborative environment (Constanze & Vereenooghe, 2020).

Additionally, the authors argue that anti-bullying and inclusion policies actively work to reduce conflicts arising from bullying, discrimination, or exclusion. These policies create a safer and more inclusive environment for all students, particularly those from marginalized or minority groups. A strong anti-bullying policy that includes reporting mechanisms, support for victims, and training for staff can reduce the frequency of bullying-related conflicts and promote a culture of inclusion (Constanze & Vereenooghe, 2020).

According to Skordoulis, Koukounaras, Sidiropoulos and Drosos (2020) school policies that focus on creating positive relationships between students and teachers can reduce misunderstandings and conflicts. Policies that encourage teachers to engage with students, understand their needs, and support their emotional well-being can promote a more harmonious school environment. The authors asserted that school policies that require teachers to receive training in emotional intelligence or conflict management can help them address student issues before they escalate into larger conflicts (Skordoulis et al., 2020). Additionally, Amedome and Suherman (2024) assert that school policies that are perceived as fair and equally enforced contribute to a sense of justice among students, reducing feelings of resentment or frustration that can lead to conflicts. When policies are enforced consistently, students are less likely to perceive favoritism or bias, which can often fuel disputes. A school policy that ensures consistent disciplinary measures for all students, regardless of their background or social group, can prevent conflicts based on perceived injustice.

According to Yablon, Wertheimer, Hollombe and Shira (2024) school policies that promote a positive, supportive school culture help in preventing conflicts by fostering respect, collaboration, and mutual understanding. When students feel valued and part of a caring community, they are less likely to engage in behaviors that lead to conflict. The authors assert that school policies that encourage community-building activities, school-wide events, and team-building exercises can strengthen bonds between students and reduce divisive behaviors (Yablon et al., 2024). In addition, Muthobi (2021) argued that school policies that prioritize students' mental health and well-being can reduce conflicts by addressing underlying emotional or psychological issues that may contribute to aggressive behavior or interpersonal disputes. Policies that offer counseling services or mental health support can help students deal with stress, anxiety, or personal problems, which may otherwise lead to conflict.

School policies have a profound impact on how conflicts among students are managed and prevented. When schools implement clear, fair, and inclusive policies that emphasize conflict resolution, mental health support, and positive student behavior, they create an environment that reduces the likelihood of conflicts and fosters peaceful coexistence among students (Rahayu, Maftuh & Malihah, 2021). Conversely, the authors argue that poorly enforced or biased policies can exacerbate tensions and contribute to higher levels of conflict. Therefore, effective school policies are key to ensuring a harmless and harmonious school atmosphere (Rahayu et al., 2021). Additionally, Mahvar et al. (2018) postulated that admission policies that select students based on socioeconomic status or academic performance can unintentionally create divisions among students. This could lead to conflicts between students from different socioeconomic backgrounds or those perceived to be "more privileged" versus "less privileged."

Admission school policies that prioritize diversity and inclusion can lead to a more heterogeneous student body, which can foster understanding and tolerance among students from different backgrounds. However, if not managed well, it can also introduce social tensions as students may have different cultural norms, values, and behaviors (Amedome & Suherman, 2024). The authors assert that school admission policies that promote inclusivity, such as affirmative action or quota systems, might reduce conflicts related to discrimination or social exclusion. However, if certain groups feel unfairly treated or marginalized by such policies, it could lead to resentment and conflicts (Amedome & Suherman, 2024).

Discipline policies in schools play an essential part in nurturing student behavior and consequently in influencing conflicts among students. These policies determine how students are expected to behave, how violations of rules are addressed, and what consequences students face for misconduct. When discipline policies clearly outline the expectations for student behavior, students are more likely to understand what is acceptable and avoid behaviors that lead to conflict. Clear policies help prevent misunderstandings that might escalate into disputes (Pieng & Okamoto, 2020). The authors also assert that a well-communicated policy on respectful behavior and zero-tolerance for bullying ensures that students know the boundaries, which can reduce conflicts related to misbehavior or misconduct (Pieng & Okamoto, 2020).

Methodology

Research Design

The study assumed a correlational research design combined with a quantitative approach. A correlational research design is focused with scrutinizing for a relationship between variables in a certain population under study (Kassu, 2019). Thus, this design facilitated the researcher in assessing the relationship between school policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda. The quantitative approach helped the researcher to get the quantitative data that was exploited to provide an understanding to the study problem.

Study Population and Sample Size

This study targeted a population of 26 universal secondary education schools in Kampala Capital City, Uganda (Kampala Capital City Authority, 2022). Though, due to time limitations the study based on 5 universal secondary education schools within which a sample was picked that took part in the study. The study was reflected on a sample of 75 respondents which consisted of head teachers and teachers selected from the 5 selected universal secondary education schools in Kampala Capital City to provide quantitative data that was exploited to avail answers to the study objectives.

Sampling Procedure

The researcher applied both convenient sampling and simple random sampling to pick individuals who took part in the study. Convenient sampling involved the researcher picking individuals who were readily accessible and easily reachable which was applied to pick the head teachers. Simple random sampling was applied to pick teachers from the different universal secondary education schools to partake in the study. Simple random sampling stretches an

equivalent chance of selection to every individual in the study population into the study sample (Elfil & Negida, 2017).

Data Collection Methods

Questionnaire Survey Method

A questionnaire survey method is a means of achieving information using a succession of questions with the drive of gathering information from individuals (Mathiyazhagan, 2018). The questionnaire survey method was vibrant in order to attain uniform information which assisted in data comparability by means of easy to comprehend structured questions. As a result, this method was applied so as to aid the researcher in attaining and collecting quantitative data from the individuals in the shortest time conceivable.

Data Collection Instruments

Structured Questionnaire

A structured questionnaire is an instrument employed to gather information from individuals comprising of closed-ended answers to set questions out of which they are mandated to pick out (Acheung, 2019). The study applied structured questionnaires to gather quantitative data from the head teachers and teachers which comprised of closed-ended questions and prearranged responses that were administered to participants in different selected universal secondary education schools in Kampala Capital City, Uganda. The structured questionnaires were considered because they require fewer time and gather more information on the events under study.

Data Analysis

This study considered both descriptive and correlation analysis techniques in investigating the quantitative primary data gathered. Descriptive analysis was applied when exploring people's demographic characteristics presented as percentages and frequencies. In order to assess the relationship between the study variables, Spearman's rank correlation analysis was applied to avail the empirical evidence on the study hypotheses at a given significance level. Spearman's Rank Correlation evaluates the association between two ordinal or nominal variables (Jerrold, 2016).

Ethical Consideration

The researcher attained an introductory letter from Islamic University in Uganda as a necessity required for obtaining authorization from administrators in the different schools to carry out the study in their schools before undertaking the study.

The researcher also asked for indivudual's agreement to partake in the study prior to questionnaires being administered to them.

Additionally, the researcher make sure that participants and their information provided was handled with ultimate confidentiality as this serves as an essential ethical consideration in research.

Study Findings

The results presented in this section constitute of descriptive statistics on the demographic composition of the respondents and correlation analysis to give answers to the study objectives.

Findings on the Demographic Characteristics of Respondents

The study judged the demographic characteristics of respondents who participated in the study from the different selected universal secondary education schools in Kampala Capital City, Uganda and the results are given in Table 1;

Table 1: Demographic Characteristics of Respondents

Demographic Characteristics			
Category	**Items**	**Frequency**	**Percentage**
Gender	Male	44	58.7
	Female	31	41.3
	Total	**75**	**100.0**
Age Bracket	25-30 years	15	20.0
	31-35 years	16	21.3
	36-40 years	14	18.7
	Above 40 years	30	40.0
	Total	**75**	**100.0**
Education Level	Certificate	2	2.7
	Diploma	7	9.3
	Bachelors	58	77.3
	Masters	8	10.7
	Total	**75**	**100.0**
Marital Status	Married	54	72.0
	Single	19	25.3
	Widowed	2	2.7
	Total	**75**	**100.0**
Period Worked at the Secondary School	1-3 years	12	16.0
	4-5 years	19	25.3
	Above 5 years	44	58.7
	Total	**75**	**100.0**

Source: Primary data, 2025

From Table 1, the study results revealed that majority 44 (58.7%) of the respondents who participated in the study from the different selected universal secondary education schools in Kampala Capital City, Uganda were male and 31 (41.3%) of the respondents were female. The study results also revealed that most 30 (40.0%) of the respondents were aged above 40 years, followed by 16 (21.3%) of the respondents who were aged 31-35 years, then 15 (20.0%) of the respondents who were aged 25-30 years, and the least proportion 14 (18.7%) of the respondents were aged 36-40 years.

In addition, the study results revealed that the biggest proportion 58 (77.3%) of the respondents had attained a bachelors' education level, followed by 8 (10.7%) of the respondents who had attained a masters' education level, then by 7 (9.3%) of the respondents who had attained a diploma education level, and a few 2 (2.7%) of the respondents who had attained a certificate education level. In regards to marital status, the study results revealed

that majority 54 (72.0%) of the respondents were married, followed by 19 (25.3%) of the respondents who were single, and a few 2 (2.7%) of the respondents were widowed.

Further, the study results revealed that majority 44 (58.7%) of the respondents had worked at the school for a period of above 5 years, followed by 19 (25.3%) of the respondents who had worked at the school for a period of 4-5 years, and the least proportion of the respondents 12 (16.0%) had worked at the school for a period of 1-3 years.

Findings on the Study Objectives

This section presents the findings in relation to the study specific objectives.

Relationship between Admission Policies and Conflicts Among Students in Universal Secondary Education Schools in Kampala Capital City, Uganda

The study tried to examine the relationship between admission policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda. The relationship was analyzed using Spearman's Rank correlation analysis and the findings are presented in Table 2.

Table 2: Correlation Findings on the Relationship between Admission Policies and Conflicts Among Students in Universal Secondary Education Schools in Kampala Capital City, Uganda

		Admission Policies	Conflicts Among Students
Admission Policies	Spearman's Correlation Coefficient	1.000	-.505**
	Sig. (2-tailed)	.	.000
	N	75	75
Conflicts Among Students	Spearman's Correlation Coefficient	-.505**	1.000
	Sig. (2-tailed)	.000	.
	N	75	75

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2025

The study results in Table 2 revealed that there is a strong negative and statistically significant relationship between admission policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda (r = -0.505, N = 75, P-value = 0.000) at a 0.01 significance level. The findings imply that an improvement in admission policies considerably and significantly leads to a reduction in conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Relationship between Discipline Policies and Conflicts Among Students in Universal Secondary Education Schools in Kampala Capital City, Uganda

The study also tried to find to examine the relationship between discipline policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda. The relationship was analyzed using Spearman's Rank correlation analysis and the results are presented in Table 3.

Table 3: Correlation Findings on the Relationship between Discipline Policies and Conflicts Among Students in Universal Secondary Education Schools in Kampala Capital City, Uganda

		Discipline Policies	Conflicts Among Students
Discipline Policies	Spearman's Correlation Coefficient	1.000	-.659**
	Sig. (2-tailed)	.	.000
	N	75	75
Conflicts Among Students	Spearman's Correlation Coefficient	-.657**	1.000
	Sig. (2-tailed)	.000	.
	N	75	75

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2025

The study results in Table 3 revealed that there is a strong negative and statistically significant relationship between discipline policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda (r = -0.659, N = 75, P-value = 0.000) at a 0.01 level of significance. The findings imply that an enhancement in the discipline policies substantively and significantly leads to a reduction in conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Relationship between Teaching & Learning Policies and Conflicts Among Students in Universal Secondary Education Schools in Kampala Capital City, Uganda

The study further tried to examine the relationship between teaching & learning policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda. The relationship was analyzed using Spearman's Rank correlation analysis and the results are presented in Table 4.

Table 4: Correlation Findings on the Relationship between Teaching & Learning Policies and Conflicts Among Students in Universal Secondary Education Schools in Kampala Capital City, Uganda

		Teaching & Learning Policies	Conflicts Among Students
Teaching & Learning Policies	Spearman's Correlation Coefficient	1.000	-.650**
	Sig. (2-tailed)	.	.000
	N	75	75
Conflicts Among Students	Spearman's Correlation Coefficient	-.650**	1.000
	Sig. (2-tailed)	.000	.
	N	75	75

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2025

The study results in Table 4 revealed that there is a strong negative and statistically significant relationship between teaching & learning policies and conflicts among students in universal secondary education schools in Kampala Capital City, Uganda (r = -0.650, N = 75, P-value = 0.000) at a 0.01 level of significance. The findings imply that an improvement in teaching & learning policies substantially and significantly leads to a reduction in conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Conclusion

The study concludes that school policies have a negative and significant relationship with conflicts among students in that an improvement in the different school policies such as admission policies, discipline policies, and teaching & learning policies resultantly leads to a reduction in conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

Recommendations

The study recommends that the schools should develop clear and consistent behavior policies that clearly communicate a student code of conduct and also ensure rules are fair, consistently enforced, and involve student input where appropriate as this would have significant influence on the reduction of conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

The study also recommends that the schools should enforce comprehensive anti-bullying and anti-harassment policies as well as encourage anonymous reporting and ensure there is follow-up support for victims and consequences for perpetrators so as to handle and minimize conflicts among students in universal secondary education schools in Kampala Capital City, Uganda.

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Appendices

Appendix I: Structured Questionnaire

Dear respondent,

You have been chosen as a respondent to take part in this study and the responses you will provide will be treated with ultimate confidentiality. The information you will provide will only be used for the required study purposes. Your participation in this study is voluntary and you are free to pull out at any time.

Do you consent to participate in this study? Agree …… or Disagree …….

Instructions: Please tick the most appropriate response of your choice

Section A: Demographic Characteristics of Respondents

1. **What is your Gender?**

   1. Male ☐ 2. Female ☐

2. **What is your age group?**

   1. 25-30 years ☐ 2. 31-35 years ☐ 3. 36-40 years ☐ 4. Above 40 years ☐

3. **What is your highest level of education?**

   1. Certificate ☐ 2. Diploma ☐ 3. Bachelors ☐ 4. Masters ☐

4. **What is your marital status?**

   1. Married ☐ 2. Single ☐ 3. Divorced ☐ 4. Widowed ☐

5. **For how long have you worked at this secondary school?**

   1. 1-3 years ☐ 2. 4-5 years ☐ 3. Above 5 years ☐

SECTION B: SCHOOL POLICIES

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your opinion to the statements related to different dimensions of School Policies;

Part I: Admission Policies

No.	Admission Policies	SD	D	NS	A	SA
1.	There is selection of students based on their academic achievements and other academic qualifications at the school					
2.	There is provision and allocation of scholarships to students with financial needs at the school					
3.	There is admission of all students that meet basic educational requirements with no restrictive criteria at the school					
4.	There are special talent-based admission policies and guidelines established at the school					
5.	There are diversity-based admission policies that focus on creating a diverse student body by considering a range of factors such as race, gender, special needs, at the school					

Part II: Discipline Policies

No.	Discipline Policies	SD	D	NS	A	SA
1.	There are a number of zero-tolerance policies with strict consequences for specific behaviors at the school					
2.	There are well-established penalties for students' misconduct and behavior at the school					
3.	There are proactive discipline approaches that focus on reinforcing positive behavior and creating a positive school climate at the school					
4.	There are bullying prevention policies aimed to create a safe school environment through clear established rules and consequences at the school					
5.	There is progressive discipline involving escalating consequences for repeated misbehavior at the school					

Part III: Teaching & Learning Policies

No.	Teaching & Learning Policies	SD	D	NS	A	SA
1.	There are policies that outline the content, structure, and sequencing of what students will learn at various levels of education at the school					
2.	There are well-established policies that guide how student learning is assessed and the criteria for determining academic success at the school					
3.	There are policies that outline the requirements and strategies for the ongoing professional development of teachers at the school					
4.	There are student-centered learning policies that focus on tailoring education to meet the individual needs, interests, and learning styles of students at the school					
5.	There are technology integration policies that guide how digital tools and resources are incorporated into teaching and learning at the school					

SECTION C: CONFLICTS AMONG STUDENTS

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your perception about the statements related to Conflicts among Students;

No.	Conflicts among Students	SD	D	NS	A	SA
1.	There are social conflicts due to interpersonal disagreements between students at the school					
2.	There are cultural and ethnic disputes resulting from misunderstandings between students from different cultural or ethnic backgrounds at school					
3.	There are increased disputes over group project contributions, cheating accusations, or conflicts related to academic expectations at the school					
4.	There are increased fights, bullying, disrespectful behavior in class, or issues related to classroom management at the school					
5.	There are increased conflicts between students competing for leadership roles or conflicts related to perceived authority at the school					
6.	There are increased disputes over school resources at the school					