

**BUILDING INTELLECTUAL HUMILITY AMONG EMPLOYEES IN DR. OBOTE
COLLEGE SCHOOL**

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**UGANDA CHRISTIAN
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DECLARATION

I, Apio Joyce, hereby certify that this dissertation was created entirely on my own initiative under the supervision of my supervisor and has never been submitted for consideration for an award to any other institution.

Signature.....

Date.....2nd.....January.....2026.....

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APPROVAL

This dissertation has been supervised and approved by me and is therefore ready for submission to the School of Business at Uganda Christian University.

Waweru Abraham
02 January 2020

Signature..... Date...../...../.....

Mr. Waweru Abraham

(Supervisor)

DEDICATION

I would like to dedicate this dissertation to my parents, siblings, and friends who supported me throughout my academic journey. May God Almighty greatly bless you, Amen.

ACKNOWLEDGEMENT

I want to express my gratitude to the Almighty God for giving me life and for guiding me along my academic journey. Although it hasn't been simple, it has been possible. I would want to express my sincere gratitude to Mr. Waweru Abraham, my supervisor, for all of his hard work and knowledge.

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ABSTRACT

The study aimed at exploring building intellectual humility among employees in Dr. Obote College School. It specifically focused on: providing a justification for intellectual humility among employees, examining the awareness and exhibition of intellectual humility among employees, and exploring the mechanisms for fostering intellectual humility among employees in Dr. Obote College School.

This research study used the constructivist version of a grounded theory approach to explore ways through which intellectual humility can be built among employees at Dr. Obote College School. Participants were selected by purposive sampling from among administrators, teachers, and non-teaching staff until data saturation was achieved. Data were collected through semi-structured interviews, while analysis, concurrently done with data collection, involved coding, memoing, constant comparison, and theoretical sampling to generate a substantive model. Quality standards are guaranteed through measures of credibility, transferability, dependability, and confirmability, while ethical considerations, such as informed consent, confidentiality, and voluntary participation, are strictly upheld.

The research findings indicated that intellectual humility at Dr. Obote College School promotes staff performance, teamwork, decision-making, and professional relationships, although awareness of the concept is generally low among junior and non-teaching staff. The employees showed that humility through assist-searching for, comments reception, and admiration for others; that is cultivated by way of the school through conferences, open-door management, mentorship, professional improvement, inclusive decision-making, and a deferential lifestyle that values reflection. The respondents also emphasized that education in based codecs can be necessary, alongside more potent mechanisms for giving and receiving remarks, popularity mechanisms, and embedding humility into school values for the total institutionalization of humble practices.

Finally, the study recommends that developing intellectual humility at Dr. Obote college college be finished via based workshops in capability constructing, more potent mechanisms for remarks, increasing mentorship packages, consultative selection-making, and embedding humility into the center values of the college and its structures for reputation so that you can nurture self-focus, collaboration, non-stop studying, and a tradition of mutual respect.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The goal of the study was to build intellectual humility among employees in Dr. Obote College School. The study's background, problem statement, purpose, objectives, research questions, scope, significance, and conceptual framework are all presented in this chapter.

1.1 Background of the study

Intellectual humility has emerged as a core distinctive feature within the place of work, shaping the manner personnel communicate, study, and take part in organizational fulfillment (Porter et al., 2022) It refers back to the potential of someone to comprehend the bounds of his or her know-how, remain open to new ideas, and cost diverse viewpoints in decision-making and solving problems (Hendy, 2024). Intellectual humility is emphasised by researchers as selling acceptance, cooperation, and creativity, which can be essential to cope with the complex issues of modern administrative center settings (Johnson, 2022). Workers with intellectual humility will likely exercise active listening, equitable judgment, and respectful exchange with other people (Schumann et al., 2022). As such, intellectual humility development is not only a matter of man or woman person, but additionally organizational well-being and effectiveness drivers (Hendy, 2022).

Furthermore, intellectual humility is also the guardian of diversity, equity, and inclusion within organizations. Humility-demonstrating leaders create cultures where workers feel valued and respected, yielding belongingness and psychological safety (Hendy, 2022). Humility in knowledge-intensive firms fosters sharing information and conflict reduction, allowing staff members to learn from mistakes and transformation (Maiyo, 2021). Empirical evidence identifies workers with humility as being more resilient, innovative, and equipped to meet occupational stress positively (Krumrei-Mancuso & Begin, 2022). Therefore, the inclusion of intellectual humility in organizational culture is an essential element of building cohesive, adaptive, and high-performance teams (Wang, 2024).

Globally, intellectual humility has gained increased focus in the United States, Europe, and Asia. In the United States, servant leadership studies indicate that employee engagement and trust in financial institutions are strengthened through humility (Sung, 2025). In European countries such as France and the United Kingdom, intellectual humility has been linked to effective organizational

change leadership, where inclusiveness and openness are essential for reform (Gómez et al., 2023). In nations within the Asian continent like China, intellectual humility has been seen to improve performance and bring about thriving among young employees (Niu & Gao, 2024). In Pakistan as well, intellectual humility has been linked with better leadership ability and social consciousness in youth leaders (Adnan & Malik, 2024). These examples demonstrate that intellectual humility is a universally valued virtue that improves organizational performance and employee development (Niu et al., 2025).

Across Africa, intellectual humility is increasingly recognized as an agent of workplace productivity and innovation. In Kenya, humility among employees has been identified as a driver of knowledge collaboration and sharing between universities, resulting in greater academic and professional growth (Maiyo, 2021). Intellectual humility has been incorporated in professional education, especially in public health, in South Africa, to promote inclusive practice and person-centered delivery of services (Naumova, 2023). Humility has much to do with cultural intelligence in sub-Saharan Africa, which is employed to establish flexibility and innovation among employees in hospitality and educational industries (Kisubi et al., 2025). These findings suggest that across the continent, intellectual humility is not only a personal trait but also a strategic resource for driving institutional development and performance (Suryani & Muslim, 2024).

In Uganda, intellectual humility is particularly critical in educational and organizational institutions where teamwork, leadership, and innovation are most determinative of institutional success. Leadership studies in Ugandan public universities emphasize that humility enhances staff commitment and organizational loyalty (Kyambade et al., 2024). Similarly, in Ugandan hospitality employees' research, it is observed that transformational leadership, in addition to humility and cultural wisdom, enhances innovativeness and competitiveness (Kisubi et al., 2025). In the education sector, institutions such as Dr. Obote College grapple with teamwork, leadership, and change; intellectual humility is an essential employee characteristic to cultivate (Akram et al., 2025). By focusing on intellectual humility, Dr. Obote College School can consolidate teamwork, improve staff-student interactions, and cultivate a culture for academic excellence and institutional sustainability (Kibirango, 2023).

1.2 Problem statement

Despite the recognized importance of intellectual humility in Ugandan education, there is limited empirical evidence on its prevalence, determinants, and practical implications within Dr. Obote

College School (Kibirango, 2023). On account of the limited studies on intellectual humility, this study sought to play a role in enhancing the studies by exploring how intellectual humility can be fostered in Dr. Obote College School, identifying its determinants, and developing actionable recommendations for building it to improve institutional performance and sustainability.

1.3 Purpose of the study

The purpose of this study was to explore ways of building intellectual humility among employees with a specific focus on Dr. Obote College School in Uganda.

1.4 Objectives of the study

- i. To justify intellectual humility among employees in Dr. Obote College School.
- ii. To examine the awareness and exhibition of intellectual humility among employees in Dr. Obote College School.
- iii. To explore the mechanisms for fostering intellectual humility among employees in Dr. Obote College School.

1.5 Research questions

- i. What is the justification for intellectual humility among employees in Dr. Obote College School?
- ii. What is the awareness and exhibition of intellectual humility among employees in Dr. Obote College School?
- iii. What are the mechanisms for fostering intellectual humility among employees in Dr. Obote College School?

1.6 Scope of the study

1.6.1 Content Scope

The study was specifically limited to: providing a justification for intellectual humility among employees, examining the awareness and exhibition of intellectual humility among employees, and exploring the mechanisms for fostering intellectual humility among employees in Dr. Obote College School.

1.6.2 Time scope

The review of reports and documents covered a period of five years, from 2020 to 2024. This timeframe allowed for a comprehensive analysis of recent trends and patterns in building intellectual humility among employees at Dr. Obote College School.

1.6.3 Geographical scope

This study was carried out in Dr. Obote College School, located in Adekokwok sub-county, Erute South, Lira District, Uganda. The college became decided on as it has faced outstanding demanding situations related to low levels of intellectual humility amongst employees, in particular in areas with restrained collaboration, decreased openness to comments, resistance to trade, and declining staff commitment.

1.7 Justification of the study

The justification of this study was to inspire intellectual humility among Dr. Obote College faculty staff on the way to foster crew paintings, openness, and organizational performance (Hendy, 2024). No matter the interventions that can already be in place, such as mentorship applications, personnel schooling, expert development by way of teachers' unions, school forums, and the Ministry of Education, employees continue to show low levels of cooperation, receptiveness to comments, and flexibility to adapt (Kyambade et al., 2024). Even though highbrow humility has been researched inside the workplace, better education institutions, and commercial enterprise environments globally and even in Uganda, the empirical realistic techniques for setting up highbrow humility among school employees are weakly researched (Porter et al., 2022; Akram et al., 2025). This hole underlined the need to research in a scientific manner how intellectual humility may be developed inside the school, to ensure staff performance, well-being, and typical institutional boom.

1.8 Significance of the study

The research will help the control of schools in growing regulations that foster teamwork, openness, and a subculture of highbrow humility among staff, and therefore, improve the body of workers' concord, effectiveness, and standard institutional performance.

The research will assist instructors and employees in improving their collaboration, openness to comments, and willingness to trade, which could facilitate expert boom, job satisfaction, and study room performance.

The study will provide the Ministry of Education and education boards with data for developing institutions' training and mentorship programs that enhance employees' performance, create a positive working environment, and promote effective school governance.

The study will assist policymakers in making evidence-based choices regarding how to promote intellectual humility among schools, encouraging staff performance, institutional accountability, and the quality of teaching delivery.

The study will guide future researchers and academicians in investigating intellectual humility among school contexts and designing respective intervention mechanisms, thereby informing knowledge development and evidence-based policymaking in school management.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides an analysis of relevant literature by several scholars, as well as what other researchers have to say about building intellectual humility among employees in organizations. Finding out what has been done and what has been omitted in this field of study is the main goal

of this literature. Therefore, sources like newspaper articles, journals, encyclopedias, and books related to the study were used.

2.1 Concept of intellectual humility

Intellectual humility is most commonly conceived as a dispositional and epistemic orientation wherein people recognize the limits of their knowledge, remain receptive to changing their opinions, and value others' perspectives when building beliefs and making judgments (Porter et al., 2022). Historically, the concept owes its usage to traditional philosophical arguments around epistemic virtues and more recent psychological operationalization that understand intellectual humility as tractable attitudes and behaviors and not necessarily moral dispositions (Hendy, 2022). Organizational and leadership literatures of the modern day highlight intellectual humility as both a personal virtue and a relational capability that affects people's behaviors around information, ambiguity, and disagreement when it comes to work (Johnson, 2022). Hence, intellectual humility exists at the intersection of epistemology (how we know) and ethics/practice (how we behave), and thus it is especially relevant to organizational learning and decision-making.

Intellectual humility is distinguished by theorists into subprocesses: metacognitive awareness of ignorance, low epistemic arrogance, receptivity to counterevidence, and a cooperative stance towards inquiry, which collectively explain its predictive power for adaptive outcomes (Krumrei-Mancuso & Begin, 2022). Psychological science pins predictors which include relaxed self-idea, tolerance for ambiguity, and exposure to a couple of factors of view, even as warnings spotlight contextual moderators (e.g., electricity) that hose down expression of humility (Johnson, 2022). Experiment and longitudinal studies synthesized through Porter and associates connect highbrow humility with higher information looking for, decreased biased reasoning, and more openness to correction comments mechanisms that designate downstream profits in teamwork and problem fixing (Schumann et al., 2022). While theorists warn that humility is not inaction, it can accompany intellectual self-assurance where it is warranted, and this requires state-of-the-art metacognitive judgment (Hendy, 2024).

An intellectually humble man or woman tends to possess (1) an accurate knowledge of 1's expertise limits, (2) a willingness to revise beliefs based on proof, and (three) respectful attention of opportunity viewpoints, inclinations which can be manifest in behaviors like active listening and collaborative problem-solving (Schumann et al., 2022). Empirical research from each administrative center and school room environments screens these attributes move hand in hand

with extra know-how sharing, greater responsiveness to the purchaser or student, and greater relational results (Maiyo, 2021). Generation-facilitated interventions and pedagogies have been hypothesized to sell those gaining knowledge of teaching practices of reflective practice, argumentation through based templates, and comment cycles that make stronger epistemic humility (Wang, 2024). Regardless of this, the size and intervention throughout those traits remains an active and dynamic study area in fields of inquiry (Gómez et al., 2023).

Intellectual humility is most genuinely defined by comparison with intellectual conceitedness (epistemic hubris): while humility includes openness and calibration, vanity involves overconfidence, rejection of counterevidence, and defensiveness on being challenged (Hendy, 2022). The distinction is essential empirically because vanity would result in closed fact loops, decreased collaboration, and bad selection, while humility could result in record integration and adaptive mastering (Porter et al., 2022). Leadership scholarship also exhibits that leaders' epistemic posture (humble or arrogant) comes to a decision, organizational climates, servant or humility-oriented leaders establish psychological safety and innovation, while boastful leaders establish pressure and talent flight (Sung, 2025). However, there are other researchers who argue that the binary between humility and arrogance is perhaps overstated: context, role demands, and cultural expectations decide when expressions of certainty or humility are called for, requiring a situational, contextualized explanation (Niu & Gao, 2024).

Research on building intellectual humility identifies individual and organizational levers: individual interventions include reflective journaling, practice in perspective-taking, and metacognitive training, while organizational levers include leadership modeling, formal feedback systems, and rewards for epistemic collaboration (Krumrei-Mancuso & Begin, 2022). Strengths-based and Appreciative Inquiry have been combined with humility training to enhance achievement striving without diminishing openness (Wang, 2024). Empirical trials and program evaluations in the literature report measurable gains in receptivity to feedback and sharing knowledge that are sustainable only with continued leadership reinforcement and cultural support (Gómez et al., 2023). Notably, scholars warn against threats, e.g., improperly enacted humility expressed as indecisiveness or susceptibility to manipulation in competitive settings, so interventions must balance humility with discrimination and role specification (Suryani & Muslim, 2024).

Finally, the literature discusses cultural, disciplinary, and contextual boundary conditions for intellectual humility: public-health and education researchers are interested in humility's role in client receptivity and teaching tolerance, while cross-cultural studies emphasize variations in expressing and appreciating humility (Naumova, 2023). Researchers identify interplay between cultural norms, institutional hierarchy, and religious attitude in Ugandan and African environments that either constrain or facilitate epistemic openness, e.g., some environments prize respect for authority in such a manner that humility training becomes challenging to implement directly (Kibirango, 2023). Concurrently, servant-leadership and organisational commitment studies in Uganda have found that humility interventions can be locally adapted to improve staff innovativeness and commitment through being integrated within cultural values and leadership practices (Kyambade et al., 2024). Those conversations imply that intellectual humility development requires interest in dimension nuance, cultural fit, and orchestrated organizational alternatives rather than prescriptive one-size-fits-all treatments (Kisubi et al., 2025).

2.2 Justification for intellectual humility among employees

Maiyo (2021), in his observation, broke into humility in Kenyan universities and confirmed that worker humility changed into an enabler of information-sharing behavior that provoked collaboration and organizational mastery. This becomes necessitated by the fact that personnel who practiced intellectual humility have been more open to listening and acknowledging different individuals' expertise, which promoted a collective hassle-fixing way of life. Similarly, Naumova (2023) studied using highbrow humility in public health practice and education and stated that practitioners who had been humble were better at integrating numerous views in decision-making, which brought about communities trusting them more and their rules being extra inclusive. These investigations verify the applicability of intellectual humility by demonstrating how it contributes to information sharing, decision-making, and agreement-building throughout corporations.

Adnan and Malik (2024) analyzed intellectual humility among student political group individuals in Pakistan, linking it with management abilities and social intelligence. Their study set up that highbrow humility promoted openness, decreased conflict, and expanded teamwork among politically active younger humans, justifying its requirement for the improvement of successful leadership. Likewise, Suryani and Muslim (2024) studied destiny instructors in Singapore and highlighted that intellectual humility promoted non-secular tolerance and

organized instructors to control variety with appreciation and justice. Collectively, these findings display that highbrow humility isn't only crucial for interpersonal concord, but additionally for preparing employees and leaders to efficiently control pluralistic and conflictual environments. Hendy (2024) researched intellectual humility in the place of work, depicting that employees who possessed excessive humility contributed to more potent cultures of inclusion in organizations, which reduced interpersonal conflict and promoted teamwork. This became particularly salient in various employee populations in which openness and listening to the views of others had been tantamount to organizational cohesion. Similarly, Sung (2025), in a dissertation on servant leaders' humility in U.S. economic organizations, discovered that leader humility tested via lively listening and consider building exponentially improved employee engagement and dedication. Each research verifies highbrow humility as a crucial element in creating a successful organizational climate characterized by belief, openness, and engagement. Niu and Gao (2024) assessed highbrow humility in leadership and concluded that humble leaders contributed to the formation of thriving personnel and stepped forward in performance, especially amongst younger generations. They showed highbrow humility as a management trait that stimulates innovation and worker boom. Kisubi et al. (2025) also studied Ugandan inn personnel and concluded that transformational leadership and humility fostered cultural intelligence and innovativeness amongst employees. Cumulatively, those investigations affirm highbrow humility as an enhancer of employee adaptability, motivation, and innovation capability under aggressive and dynamic organizational settings.

Niu et al. (2025) tested the worth of intellectual humility amongst external successor CEOs, displaying that humble leaders realized smoother corporate strategic adjustments via the inclusion of stakeholders' perceptions and the avoidance of stubborn decision-making. This highlighted the worth of intellectual humility in making sure continuity and agility in leadership successions. To feature this, Akram et al. (2025) took into consideration how intellectual humility among instructors impacts student mastering, finding that intellectually humble instructors created more open and effective mastering environments, which in turn progressed student performance. These two studies confirm intellectual humility as a driver of leadership effectiveness and for personnel whose work without delay influences organizational mastery and vision.

Kyambade et al. (2024) focused on worker commitment in Ugandan public universities, wherein they found that servant leadership, characterized by means of humility, fostered employees' organizational dedication and decreased turnover intentions. The finding confirms intellectual humility as a key predictor of employee retention and loyalty. Similarly, Kibirango (2023) examined Ugandan Pentecostal pastors' anti-intellectualism, noting that the lack of intellectual humility dissuaded the seeking of further theological education and limited professional growth. These results highlight the broader justification for intellectual humility in workers since it fosters long-term dedication, openness to learning, and continued professional development, while its absence can reduce organizational and personal momentum to a standstill.

2.3 Awareness and exhibition of intellectual humility among employees

Porter et al. (2022) in their study evaluated predictors of intellectual humility and found that the belief in one's knowledge limits is associated with increased employee curiosity and information seeking, which increases the likelihood of staff being capable of recognizing gaps in their own knowledge and procuring a solution. A study by Krumrei-Mancuso and Begin (2022) supplemented this by demonstrating that such leaders who are trained with metacognitive methods have higher reported awareness of intellectual limitation, which also facilitates more frequent uncertainty confessions in teams (Krumrei-Mancuso & Begin, 2022). Porter and colleagues also discovered that organizational climates of support for questioning and learning are predictive of higher observed displays of humility behaviors, such as seeking feedback and confessing mistakes (Porter et al., 2022). Krumrei-Mancuso and Begin also demonstrated experimentally that brief interventions (e.g., guided reflection exercises) increase employees' openness to changing opinions after being exposed to counterevidence, implying that awareness and exhibition are amenable to short-term change (Krumrei-Mancuso & Begin, 2022). Together, these studies suggest personal metacognitive readiness and facilitative company culture are necessary for employees to both perceive (awareness) and display (exhibition) intellectual humility in regular working life.

Johnson (2022) argued that intellectual humility begins with an epistemic stance of having regard to the possibility of one's wrongness and reported that editorial and reflective activity within health-promotion contexts improved professionals' self-reported knowledge-gap sensitivity (Johnson, 2022). Schumann et al. (2022) also carried out a study that provided empirical proof from wellbeing and health environments that clinicians with higher humility scores more frequently employ two-way dialogue and openly ask for corrective feedback, actively exhibiting

humility in practice. Johnson's theory also highlighted that bringing awareness will also come before showing behavior, as employees practicing reflexivity are more likely to express ambiguity in team meetings (Johnson, 2022). Observational and survey results from Schumann and coauthors indicated corresponding increases in client openness and reduced biased information-gathering when practitioners both recognized their boundaries and displayed behaviors of humility (Schumann et al., 2022). These complementary findings imply that reflective awareness development interventions (e.g., peer reflection, journaling) can be translated into quantifiable humble practices that translate to interpersonal and service outcomes.

Gómez et al. (2023) piloted a technology-delivered instructional method and found that participants who were provided with structured, online reflective modules showed measurable improvements in both intellectual limitation awareness and subsequent exhibition of humble discourse in group tasks. Wang (2024) likewise, with Appreciative Inquiry methods, determined in a study that interventions in the workplace stressing strengths and reflective questioning augmented employees' propensity to embrace uncertainty and to seek input from colleagues, with concurrent gains in awareness and demonstration. Gómez et al. further recorded that computer-based scaffolds (cues, peer feedback cycles) enabled the translation of internal metacognitive awareness into external behaviors like posing probing questions and admitting mistakes (Gómez et al., 2023). Wang's field testing demonstrated that the integration of strength-based identification with explicit prompts to consider from other points of view both sustained awareness and mainstreamed the expression of humility during normal meetings (Wang, 2024). Taken together, these experiments argue that well-crafted instructional technologies and appreciative approaches can bridge the divide between knowing one's limitations and actually expressing. Humility in the flow of workplace communication.

Porter et al. (2022) conducted a study of demographic and dispositional humility moderators and concluded that employees with high ambiguity tolerance signify greater self-awareness of their knowledge limits and are likely to practice humility under ambiguous circumstances. Another study by Krumrei-Mancuso and Begin (2022) investigated power disparities and found that people in low-power roles may be cautious to express humility publicly unless organizational culture explicitly encourages honest recognition of ambiguity, and this is the gap between personal recognition and public expression. Porter and colleagues' large-sample studies demonstrated the ways in which cultural and role-based norms affect whether awareness is translated into observable

behaviors, with employees at times preferring in-private rumination over public confession of uncertainty (Porter et al., 2022). Krumrei-Mancuso and Begin's experimental manipulations of feedback environments demonstrated that under low psychological safety conditions, awareness is increased but exhibition is decreased, showing the value of safe climates for humble behavior to manifest (Krumrei-Mancuso & Begin, 2022). These concurrent studies of evidence assist in shedding light on essential boundary situations, tolerance for ambiguity, and mental protection that decide whether intellectual humility is merely a disposition within the head or is accomplished outwardly.

Johnson (2022) explored sectoral variant and determined fitness-merchandising and public-health environments have a propensity to institutionalize reflective practices that maximize each recognition and exhibition of humility among practitioners, leading to greater iterative coverage and practice improvement). A study by A Gómez et al. (2023) offered converging experimental evidence that workplace learning systems specifically combining digital and face-to-face ones yield greater increases in outward humility behaviors than single-modality trainings. Johnson's overview argued that professions with constant exposure to uncertain evidence (i.e., public health) create spaces where uncertainty is acceptable to admit, thus raising awareness and exhibition at scale (Johnson, 2022). Gómez and team's trial interventions also showed that combining normative signals (leader modelling) with skill-acquisition (reflection prompts, peer feedback) yields the most enduring and robust effects on humble behavior, suggesting multi-component programs are more effective than one-off workshops (Gómez et al., 2023). Taken collectively, these findings indicate sectoral practices and multi-modal interventions directly influence how awareness is translated into exhibited humility in the workplace.

Schumann et al. (2022) investigated the outcomes associated with exhibited intellectual humility and concluded that employees who exhibit humility in public settings produce greater client or stakeholder openness, as well as more well-balanced information search processes. Another study by Wang (2024) tested appreciative and strength-based facilitation in organizational pilots and discovered that teams openly performing humility practices (e.g., formalized acknowledgment of uncertainty) enhanced problem-solving and reduced confirmation bias, which suggests a clear benefit to exhibited behaviors. Schumann and colleagues' mixed-methods data linked observable humility to enhanced relational outcomes and reduced defensive reactions in groups, which contends that exhibition has instrumental advantages over ethical worth (Schumann et al., 2022).

Wang's carried out studies additionally confirmed that, whilst exhibitions of humility are institutionalized (e.g., via meeting protocols or reflective debriefs), the tremendous results on team cognition and choice fine are extra sustained (Wang, 2024). collectively, those investigations verify that awareness on my own is insufficient: systematic practices encouraging open demonstration of humility are the facilitators to knowing concrete advantages in cooperation, choice-making, and stakeholder relations.

2.4 Mechanisms for fostering intellectual humility among employees

Hendy (2022) in his study found that intellectual humility leaders' modeling of leadership to openly convey uncertainty and solicit feedback is a good way of fostering humility among workers as lower-level employees take behavioral cues from leaders and make epistemic modesty the norm in everyday interactions. And yet another research by Sung (2025) found that humble servant-leadership behaviors like listening and trust-building enhance the psychological safety of the workers and thus facilitate easier admission of mistakes and doubt-raising, which in turn increases humble behaviors within teams. Hendy (2022) further argued that visible leader humility changes reward systems unofficially by promoting learning over perfection, which reorganizes organizational norms towards shared inquiry instead of defensive certitude. Sung (2025) presented empirical evidence that leader-facilitated humility practices (e.g., leader-facilitated debriefs where leaders display acknowledging mistakes) provided measurable increases in staff willingness to ask questions for clarification and request feedback from colleagues.

Maiyo (2021) showed that institutionalised peer-facilitated knowledge-sharing forums prompt workers to practice intellectual humility by regularising interactions where knowledge boundaries are expected to be acknowledged and reinforced, and thus institutionalise humility-generating behaviours. A further study by Kyambade et al. (2024) found that Ugandan public university servant leadership interventions increased staff commitment partly because they offered forums in which staff felt free to admit weaknesses in their knowledge and ask for help, demonstrating that formalized peer platforms are a viable means of exhibiting humility. Maiyo (2021) also clarified that embedding norms of humility in job descriptions and performance evaluation items, such as collaborative problem-solving and receptiveness to feedback, as performance items, induces public demonstration of intellectual humility. Kyambade et al. (2024) identified that when performance systems incentivize collaborative learning, workers are more frequently involved in knowledge-sharing behaviors portraying humility.

Niu and Gao (2024) tested leadership-development interventions that focused on intellectual-humility abilities and found that combining metacognitive training with role-playing made leaders more likely to seek dissenting views and publicly shift positions in the presence of convincing counterevidence. Another study conducted by Niu et al. (2025) followed up on this by showing that humility-capable successor-CEO programs lead to more effective strategic transitions because new CEOs are more likely to consult a diverse group of stakeholders before making a change. Niu and Gao (2024) concluded that deliberate leader training that integrates cognitive humility coursework (e.g., bias detection) with interpersonal skill-building (e.g., open-ended questioning) is a robust vehicle for translating private insight into public leadership behavior. Niu et al. (2025) provided outcome data showing reduced strategy pushback and enhanced stakeholder buy-in where humility-driven leader training existed.

Gómez et al. (2023) experimented with era-delivered training and observed that on-line modules with reflective questions, peer-feedforward loops, and scaffolded discussion forums drastically stimulated individuals' enacted humility on group responsibilities, suggesting that thoughtfully designed ed-tech can scale humility training). another examine with the aid of Wang (2024) used Appreciative Inquiry with virtual mirrored image tools and suggested that the use of the strengths-primarily based methodology to increase humility sustained the conduct trade and endorsed personnel to own limitations and provide beneficial options. Gómez et al. (2023) also confirmed that asynchronous on line activates that ask newbies to cite proof for their arguments and to list what would change their minds mainly improved the frequency of public uncertainty acknowledgments among group work. Wang (2024) proved that combining appreciative tactics with generation-facilitated reflection produced extra sustained exhibition of humility, given that people felt favored while working on vulnerability.

Akram et al. (2025) conducted studies in classroom settings and determined that instructors adopting nicely-prepared mechanisms of remarks (e.g., regular, anonymous peer and scholar feedback) supposed teachers taking a getting to know you posture and brazenly iterating teaching techniques, displaying that methodical remarks loops are techniques for intellectual humility in places of work. Schumann et al.'s (2022) 2nd look at in fitness environments proved that codifying purchaser- or stakeholder-remarks within service protocols decreased provider defensiveness and multiplied evidence-openness, for this reason transforming feedback mechanisms into organizational practices which promoted humility. Akram et al. (2025) emphasized that feedback

must be safe, regular, and linked to development supports in order to produce humility rather than threat reactions. Schumann and others (2022) also argued that feedback designs that integrate critique with coaching minimize reputational risk and motivate true exhibition of intellectual humility.

Kisubi et al. (2025) explored cultural intelligence and transformational leadership in Ugandan hotels and found that constructing cultural-awareness training and practices of humility helped employees view differing perspectives as opportunities for learning instead of threats and proved that cultural competence and humility interventions are reinforcing as mechanisms. Another publication by Kibirango (2023) examined environments where anti-intellectualism is prevalent and proposed targeted interventions to alter norms, such as community dialogue, regular professional training, and religious-leader engagement to reduce stigma against admitting ignorance, and that socialization programs sensitive to context are necessary means of facilitating humility in recalcitrant cultures. Kisubi et al. (2025) recorded that employees showed increased innovativeness alongside increased frequency of uncertainty confessions when cultural intelligence modules were integrated into team and leadership practices. Kibirango (2023) posited that technical training on humility without socially addressing culture will not be translated into long-term behavior change.

2.5 Research/ Literature Gap

Empirical review showed that although intellectual humility has been widely studied in all fields of education, health, leadership, and organizations, gaps in knowledge exist for its consistency in measurement, long-term maintainability of intervention, and tension between decisiveness and humility in competitive environments. Most of the research is based on Western and Asian contexts, and relatively little empirical evidence from Ugandan and African work settings, particularly in multi-cultural organizational contexts where hierarchy and power could undermine practices of humility. In addition, while several studies highlight individual and leadership interventions, fewer have explored systematically systemic, culturally relevant approaches for instilling intellectual humility in organizational systems. These gaps discovered regions wherein similar research on context-sensitive strategies, region-based packages, and road maps for bridging the distance between recognition and regular demonstration of intellectual humility in African companies is required.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section offers the study's methodological alternatives that guided the look at. It formulates the study's layout, target group, sampling approach, and sample size, data series approach, information evaluation, first-rate of the studies, ethical considerations, and anticipated obstacles.

3.1 Research design

This study followed the constructivist grounded principle (CGT) method. The constructivist grounded principle is concerned with systematic data series and analysis in an attempt to discover styles, standards, and themes that emerge immediately from individuals' real-life stories instead

of implementing previous theories (Chun Tie et al., 2019). Being a mature extension of grounded principle placed forth by way of Charmaz (2006), CGT unearths itself as especially relevant to the examination of complicated organizational and psychological approaches.

Since the aim of this study was to set up a model that may help in building highbrow humility among the group of workers at Dr. Obote College School, the assumptions of CGT were pretty applicable. Applying inductive analysis, the study constructed the principle from the employees' normal lifestyles, in such a manner that the outcomes are contextually certain but practical.

The second key dimension of CGT is its popularity, which means that the researcher himself/herself isn't always a detached observer, but an engaged co-creator of that means with individuals. The researcher, for that reason, in this study engaged actively as co-contributors with the body of workers, building know-how together with them regarding how highbrow humility is perceived, validated, and fostered in the school environment. This cooperative manner allowed for the popularity of growing issues and styles that served as a basis for growing a relevant version for boosting highbrow humility amongst a group of workers.

3.2 Study area and population

This study was carried out in Dr. Obote College School, located in Adekokwok sub-county, Erute South, Lira District, Uganda. The college became decided on as it has faced outstanding demanding situations related to low levels of intellectual humility amongst employees, in particular in areas with restrained collaboration, decreased openness to comments, resistance to trade, and declining staff commitment.

The study population was the administrators and workforce of Dr. Obote College School located in Adekokwok Sub-County, Erute South, Lira District. They included: the head teacher, deputy head teacher, DOSA, human resource officer, teachers, and non-teaching staff. The school was selected because it faces serious problems of low intellectual humility among the workers, such as a lack of cooperation, resistance to change, lesser receptiveness to feedback, and lowered staff commitment.

3.3 Sampling method

Purposive sampling was employed in the current research to select respondents who have firsthand experience and information regarding the research problem. Administrators, including the head teacher, deputy head teacher, DOSA, and human resource officer, were chosen purposively due to their leadership positions in influencing organizational culture. Teachers and non-teaching staff

were chosen purposively, with inclusion criteria being their willingness to take part in the study and their experience working in the school environment. By so doing, it was possible to ensure that the participants had the ability to offer rich and relevant data to the study.

3.4 Sample size

In qualitative studies, the sample size is not traditionally fixed but is guided by the principle of data saturation that occurs when additional interviews fail to yield new information or themes relevant to the study. This method was employed within the gift look at so that the number of respondents is adequately large to capture diverse views without repetitive redundancy. The researcher therefore continued conducting interviews until the data gathered began to become redundant, indicating that the key matters had been adequately explored. This was the correct course of action because the research pursued depth and richness of understanding rather than numerical representation, and as such, saturation provided the best basis for determining sample size.

3.5 Data collection method

The study used semi-structured interviewing as the primary method of data collection, supported by an open-ended interview schedule of questions that facilitated respondents to talk about their experience, perceptions, and practice in intellectual humility. This provided rich information about individual opinion while facilitating the researcher to investigate emergent themes within flexibility, but still within the scope of the research objectives. In addition, the non-verbal cues such as tone of voice, facial expressions, and body language were documented to add to the interpretation of responses. The respondents included the head teacher, deputy head teacher, DOSA, human resource officer, teachers, and the non-teaching staff of Dr. Obote College School.

3.6 Research quality

In order to ensure quality in qualitative research, the researcher emphasized both the researcher's role and the trustworthiness of findings. The researcher was a co-participant and played an active role with respondents while exercising reflexivity to minimize bias. Trustworthiness was achieved through the following:

Credibility: This was achieved through prolonged contact with the respondents, allowing enough time for rapport building and gaining genuine insights. Triangulation was achieved by choosing different classes of respondents, administrators, teachers, and non-teaching staff, so that different perceptions were derived on intellectual humility. Member checking was also conducted, where

participants were provided opportunities to cross-check and ensure the validity of the researcher's interpretations, ensuring that their perceptions are properly represented.

Transferability: The study provided thick, rich descriptions of the research environment, i.e., the environment of Dr. Obote College School, organizational culture, and participants' profiles. The richness in context enabled future researchers and practitioners to judge the transferability of the findings to similar institutional or educational environments.

Dependability: Throughout the research, there has been an audit trail maintained to document each segment of the study's method, from information collection to evaluation. The transparency allowed others to hint along and spot how conclusions have been arrived at and whether the technique becomes systematic, logical, and consistent. Any modifications to the technique that had been made for the duration of the study had been additionally recorded and accounted for to improve dependability.

Confirmability: Reflexive diaries and rich field notes were kept by the researcher to seize non-public mind, selections, and observations during data gathering and analysis. Those data helped to pick out the researcher's points of view and separate them from the members' lived experiences to make sure that the findings were grounded firmly within the facts and no longer the researcher's prejudgment or assumption.

3.7 Procedure of data collection

The researcher obtained an introductory letter from Uganda Christian University upon successful defense of the research proposal. This letter was presented to the management of Dr. Obote College School to formally request permission to conduct the study. After receiving approval, the researcher scheduled appointments with selected respondents for face-to-face interviews. Data collection commenced only after obtaining informed consent from all participants, ensuring confidentiality, ethical compliance, and voluntary participation throughout the process.

3.8 Data analysis

Data analysis followed the Constructivist Grounded Theory design. Analysis took place concurrently with data collection, where initial ideas and themes were shed light upon. The process of analysis involved qualitative coding for data organization and labeling, analytic memoing to capture the researcher's observations and impressions, and theoretical sampling to refine and fill out emerging categories. Constant comparison was used to contrast data within and across

interviews to refine categories. Finally, the categories were amalgamated to reconstruct a theory or model for cultivating intellectual humility among Dr. Obote College School staff members.

3.9 Ethical consideration

Ethical guidelines were strictly adhered to in this study. Informed consent was obtained from all of the participants after explaining the purpose, procedures, risks, and benefits of the study. Participation was voluntary, with the freedom to withdraw at any stage without penalty. Confidentiality and anonymity were maintained by using codes instead of personal identifiers and keeping all data secure. Permission was also sought to use an audio recorder to record interviews. The respondents were assured that the information obtained would be purely for academic purposes.

3.10 Limitations and delimitations

The research was confined to Dr. Obote College School and was not relevant in other schools. There was a possibility of some respondents being reluctant to provide information because of doubts about the purpose of the study. This was addressed by presenting them with an introductory letter from the university and assuring them of confidentiality. In addition, resource constraints such as time and finance hampered the scope of the study; however, the researcher relied on personal efforts and support from relatives and friends to mitigate this.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.0 Introduction

This chapter presented the analysis of the findings, presentation, interpretation, and discussion of the findings. The report was generated from the interviews conducted with the administrators and workforce of Dr. Obote College School, who include: the head teacher, deputy head teacher, DOSA, human resource officer, a few teachers, and non-teaching staff. The analysis of data in this chapter started with the demographic profile of the respondents, and then followed the thematic analysis. The analysis revealed several perceptions which were organised into themes.

4.1 Demographic characteristics of respondents

This section presents the general background information about the respondents in relation to their age, level of education, position held, and period spent working with Dr. Obote College School, as shown in the table below;

Table 1: Background Information about the respondents

Item	Description	Frequency	Percentage (%)
Age	21-30 years	3	20.0
	31-40 years	7	46.7
	41-50 years	5	33.3
	Total	15	100.0
Level of education	Diploma	5	33.3
	Bachelor's degree	8	53.3
	Master's degree	2	13.3
	Total	15	100.0
Position held	Head teacher	1	6.7
	Deputy head teacher	1	6.7
	DOSA	1	6.7
	Human resource officer	1	6.7
	Teachers	6	40.0
	Non-teaching staff	5	33.3
	Total	15	100.0
Period spent working with Dr. Obote College School	1-5 years	3	20.0
	6-10 years	6	40.0
	More than 10 years	6	40.0
	Total	15	100.0

Source: *Primary data*

The majority of respondents (46.7%) were between the ages of 31 and 40, according to the results, suggesting that people in their early to mid-career stage make up the majority of the workforce. Following this, 33.3% of respondents were between the ages of 41 and 50, indicating a reasonably experienced group that is almost at the pinnacle of their professional development. Respondents between the ages of 21 and 30 made up the smallest percentage (20.0%), indicating that younger workers make up a minority within the organization.

Furthermore, the majority of respondents (53.3%) have bachelor's degrees, indicating that graduates with strong academic credentials make up the majority of the school's workforce. 33.3% of employees had a diploma, which is a sizable percentage of workers with hands-on, skill-based

training. The fact that only 13.3% of the workforce had a master's degree suggests that postgraduate credentials are scarce.

Additionally, teachers make up the majority of respondents (40.0%), indicating that classroom staff constituted the largest representation in the sample, followed by the non-teaching staff represented by 33.3%. The head teacher, deputy head teacher, DOSA, and human resource officer were among the administrative positions that made up 6.7% of the total, indicating that all four of the study's leadership roles were equally represented. This distribution demonstrates a robust teacher presence backed by well-rounded administrative input.

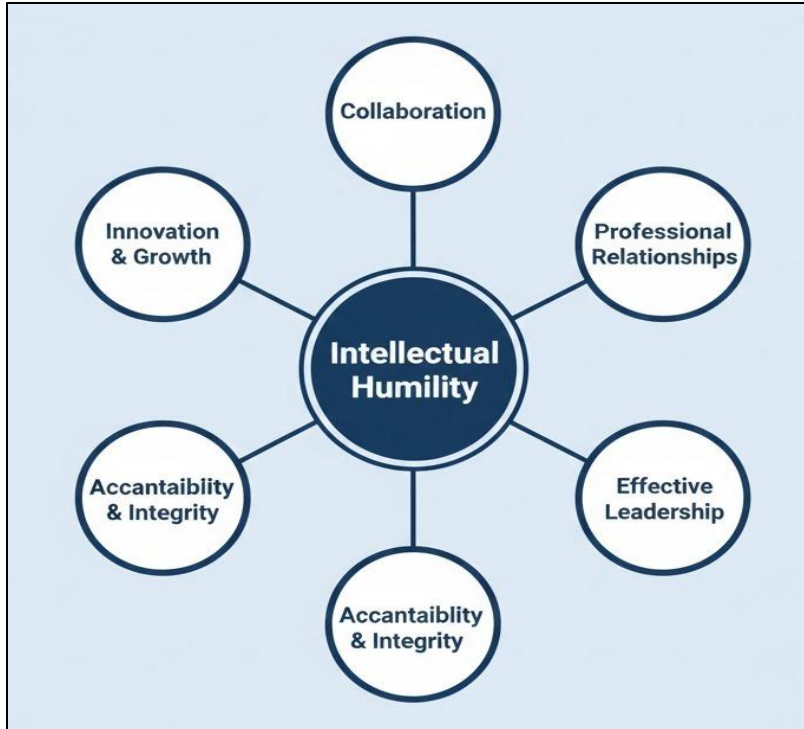
Lastly, the largest percentage of respondents, represented by 40.0% has been employed by the school for six to ten years, suggesting a steady staff with significant institutional experience. Long-term staff commitment and a thorough understanding of the school culture are further highlighted by the equal percentage of 40.0% who have worked for more than ten years. There are comparatively fewer recently hired employees in the smallest group, which is represented by 20.0% and has worked for one to five years.

4.2 Justification for intellectual humility among employees in Dr. Obote College School

4.2.1 Importance of intellectual humility for staff performance in school

This section presents findings in response to Objective One, which sought to justify the importance of intellectual humility among employees in Dr. Obote College School. Analysis of interview data from administrators, teaching staff, and non-teaching staff revealed that intellectual humility is justified by several interrelated organizational benefits.

Figure 1: Showing justification for intellectual humility among employees



Source: *Primary data*

From the respondents' narratives, it emerged that intellectual humility is essential for enhancing collaboration, improving teaching and learning, strengthening professional relationships, supporting effective leadership, promoting accountability, and fostering innovation and growth. These justifications are discussed thematically below, supported by verbatim quotations and scholarly perspectives.

Increasing collaboration: Respondents focused on how intellectual humility positively contributes to increased collaboration amongst teams of workers, discussing how personnel who recognize their own barriers make contributions productively to a team. In keeping with administrators, while the team of workers concentrates on the thoughts of others, is given the presentation of various perspectives, and takes responsibility for mistakes, then collaboration ends in more trouble-solving inside that environment. Some instructors commented that intellectual humility perpetuates a lifestyle where people feel loose to express their thoughts without being belittled, as a result fostering unity. On average, there has been a settlement that collaboration flourishes while people come to one another with openness, recognizing that nobody man or woman has the nook on information. In support of this finding, one respondent stated:

“.... whilst a staff member accepts that they don’t recognize the entirety, it turns into less difficult for them to research, and this improves how we all work collectively.....” **Non-teaching staff**

Another respondent noted:

“.... You discover that when humans are humble, meetings are more productive because everyone is loose to contribute thoughts without feeling that they may be looked down upon....” **Teacher**

Improving teaching and learning: Many participants within the discussion indicated that highbrow humility immediately supports higher coaching and getting to know practices within the faculty. Instructors said that after they recognized parts of know-how or pedagogical skills they lack, they get motivated to seek new techniques, embrace comments, and consequently refine their classroom practices. directors introduced that a humble group of workers is more flexible and inclined to alter their approaches in mild of student desires, which ultimately improves instructional performance. The respondents underscored that highbrow humility promotes continuous gaining knowledge of, by means of which educators maintain being responsive and powerful within the dynamic academic context. One of the teachers remarked:

“.... As teachers, when we accept that we don’t know everything, we become open to learning new methods and even learning from our colleagues and students.....” **Teacher**

Similarly, an administrator observed;

“.... Humble employees are easier to guide because they accept corrections and suggestions, and this eventually improves teaching and learning in the school.....”
Administrator

Strengthening professional relationships: By practicing intellectual humility, professional relationships become much stronger in the school setting. They said that when people are humble, they are less likely to argue, for one knows how to be patient, respect other staff members, and be understanding. Many participants reported observing that staff who adopt humility communicate better and are less defensive. They believe this is attributed to the impact humility has on staff because it promotes healthier communication among different departments. This fosters a secure and positive working environment wherein administrative and teaching staff can carry out their responsibilities with ease and understanding. One respondent explained;

“.... When people are humble, they don't argue unnecessarily. They listen, respect others, and this improves how we relate as staff...” **Non-teaching staff**

Another participant added;

“.... You can easily work with someone humble because communication becomes smooth and there is mutual respect....” **Teacher**

Supporting leadership effectiveness: In the school setting, administrators identified that intellectual humility is crucial for effective leadership. They indicated that humble leaders are more accessible, learn more from their groups, and make more knowledgeable decisions. The respondents noted that a humble leader acknowledges other humans' strengths and delegates, consequently, allowing team of workers participants to feel relied on and valued; this form of management raises morale and permits the team of workers to work harder, understanding they're reputable and supported, not managed or undervalued. In this regard, one respondent stated;

“.... A frontrunner who is humble listens to the team of workers and values their thoughts, and this makes employees feel respected and motivated to work harder....” Administrator

Another respondent noted;

“.... intellectual humility is important because it permits us to concentrate on others and accurately ourselves without feeling threatened....” Deputy Head Teacher

Encouraging accountability: Some respondents stated that intellectual humility promotes responsibility amongst the body of workers. They mentioned that the workforce who are extra inclined to confess errors take more responsibility for making those corrections and averting similar troubles in the future. Teachers remarked that this humility lets a group of workers reflect on regions where they need to improve, instead of placing blame on someone else. directors echoed that as a staff model responsibility through humility, it gives a good function version for college kids, constructing integrity and self-reflection into the student body. One teacher remarked;

“.... while you accept your errors, you furthermore may take responsibility to correct them as opposed to blaming others....” Teacher

An administrator further explained;

“.... personnel who're humble are accountable because they admit errors and attempt to improve, and this sets a good instance for students....” Administrator

Innovation and growth: Respondents believed intellectual humility can cause innovation because it leaves room for experimentation and new ideas. Instructors and administrators pronounced that

personnel who simply admit what they don't know are faster to try new approaches, investigate emerging technologies, and learn from others. This, they delivered, reduces the resistance to change that might be encountered in getting new rules or coaching strategies applied within the faculty. Summing up, respondents said it drives both private and institutional boom, making ready the faculty for non-stop development. One respondent stated;

“.... when personnel admit that they don't realize something, they may be more willing to attempt new processes and study from others....” Teacher

Another participant added;

“.... Humility enables the school to grow because human beings end up open to new thoughts and enhancements in place of resisting alternative...” Administrator

4.2.2 Effects of low intellectual humility on teamwork and decisions-making

Figure 2: Showing the effects of low intellectual humility



Source: *Primary data*

From the interviews performed with selected administrators and personnel of Dr. Obote College School, like the head teacher, deputy head teacher, DOSA, human resource officer, and a few

teachers, they were asked for their views on how a lack of intellectual humility influences teamwork and decision-making, and their responses have been as follows;

Breakdown of collaboration: The respondents elaborated that a lack of highbrow humility substantially weakens teamwork due to the fact that a few personnel dominate discussions, disregard other viewpoints, and make others feel undervalued. They remarked that once staff are sure that their ideas are constantly proper, collaboration will become strained since colleagues' retreat, stop contributing, or get discouraged from sharing novel ideas. Many directors reiterated that the refusal to pay attention to or recognize other people's strengths creates pointless anxiety, miscommunication, and useless coordination across departments. Ordinarily, they worry that collaboration will be sluggish, unbalanced, and unproductive without intellectual humility. One administrator stated;

“.... When some employees feel they know everything, they dominate discussions, and others keep quiet, which weakens teamwork....” Administrator

Another respondent added;

“.... People stop contributing when their ideas are always dismissed, and this affects how we work together as a team....” Teacher

Poor quality of decisions: The participants overwhelmingly agreed that when the staff lacks intellectual humility, decision-making is compromised because the decisions end up based on a few people's perspectives, not the collective wisdom of the team. They pointed out that those individuals who always insist on their ideas, without considering other opinions, often manage to push through ill-conceived decisions. Teachers and administrators, at times, see strategies that are ineffective or repeated mistakes within the school because some individuals would not listen to others or consider other options. As shared by the participants, decisions start to become flawed, biased, and unresponsive to the realities on the ground in the absence of humility. One teacher remarked;

“.... Some decisions fail because they are made by a few people who don't want to listen to others....” Teacher

Similarly, an administrator observed;

“.... When employees refuse to accept other ideas, the decisions made are usually biased and not practical....” Administrator

More conflicts: The respondents felt that interpersonal conflicts multiply in settings that lack intellectual humility. They recounted numerous scenarios where debates flare up rapidly, as no man wants to give in or admit error. According to the teachers, such an attitude results in pointless debates in departmental meetings, hindering the finding of solutions and the fostering of harmony. For the administrators, the conflicts wasted a lot of time and energy, leading to postponed actions, estranged relationships, and a heightened, poisonous work atmosphere. According to them, most conflicts could be avoided if workers cultivated humility through yielding to correction and valuing other people's competencies. One respondent explained;

“.... Conflicts arise because no one wants to accept they are wrong, so discussions become arguments....” Teacher

Another participant stated;

“.... If people were humble enough to listen, many of these conflicts would not happen....”
Administrator

Low staff morale: Respondents explained that pride negatively impacts staff morale since workers feel dejected when their ideas and contributions are continuously overlooked or run down. Various teachers revealed that once a few colleagues always enforce their thoughts, the others lose confidence to air their views and eventually stop team collaboration. It was reported by the administrators that the staff is less motivated because they feel that their experience and expertise are taken for granted in discussing and deciding on specific issues. Eventually, less energy, less participation, and generally less motivation to work in teams result. One teacher noted;

“.... When your ideas are always looked down upon, you lose confidence and stop participating....” Teacher

An administrator added;

“.... Employees' morale goes down when people feel their experience and contribution don't matter....” Administrator

Reduced learning and growth: Respondents said employees without intellectual humility hardly learn from others, while the team's professional growth becomes stunted in the process. They said such individuals resist constructive criticism, reject new ideas, and refuse to admit gaps in their knowledge; thus, teams hardly develop and adopt better practices. Teachers reported that the school has missed opportunities for innovation when some of the staff are resistant to learning

from colleagues. The administrators added that through humility, sharing of skills, and continuous learning, something that becomes difficult when pride and rigidity dominate.

Slow problem-solving: Without intellectual humility, problem-solving becomes slow and ineffective, as some team members simply do not want to accept that their solutions could be inferior. They suggested that issues take longer to remedy when human beings spend more time protecting themselves than locating the right answer. Many instructors said discussions continue for a good deal longer and are often unproductive every time a group of workers wants to "win arguments" in preference to looking for a decision to the actual problem. While this happens, the real implementation of vital choices is delayed, adversely impacting the college's effectiveness in operations. One teacher remarked;

"... on occasion discussions take long because people want to win arguments in place of solving the problem...." Teacher

An administrator added;

"... trouble-fixing becomes hard whilst staff cannot be given that their answer might not be of high quality...." Administrator

Limited trust and openness: The survey respondents defined that a lack of humility reduces agreement within the workforce because of colleagues being wary of sharing thoughts or voicing their worries. They shared that once a few individuals constantly confront or belittle their coworkers, others live in fear, and in the end, silence occurs. As one administrator mentioned, teamwork is based especially on mutual appreciation and openness, which can't flourish when humility isn't a gift. Similarly, participants agreed that belief erodes quickly when a team of workers cannot admit mistakes or pay attention respectfully to others. This ends in fragmented teamwork and negative conversation. This leads to fragmented teamwork and poor communication. Some of the selected respondents reported that;

"... whilst a person believes they know the whole thing, the relaxation folks forestall contributing because our thoughts will not be valued...." **Teacher**

"... maximum conflicts right here come from people refusing to listen or take delivery of those others also have accurate ideas...." **Human Resource Officer**

4.3 The awareness and exhibition of intellectual humility among employees in Dr. Obote College School

This section affords findings in response to the objective, which sought to observe the awareness and exhibition of intellectual humility amongst employees in Dr. Obote College School. Evaluation of interview information from administrators, teaching team of workers, and non-teaching team of workers revealed respondents' perspectives on the current level of recognition of intellectual humility amongst staff, and methods personnel exhibit humility in their day-to-day work or interactions as discussed below;

4.3.1 The current level of awareness of intellectual humility among staff

From the interviews performed with selected directors and a group of workers of Dr. Obote university faculty, like the head teacher, deputy head teacher, DOSA, human resources officer, and a few teachers, they were asked for their views on how they might describe the modern stage of consciousness of intellectual humility amongst personnel, and their responses have been as follows;

Respondents found that intellectual humility amongst the body of workers at Dr. Obote university college stays normally low, with most workers not even knowing the idea or its relevance to expert conduct. They clarified that despite the fact that personnel may show humility in informal methods, few knowingly recognize it as a vital highbrow distinctive feature. Many instructors and directors expressed that the term is rarely discussed in conferences or professional improvement periods, resulting in low conceptual knowledge. Due to this, highbrow humility is practiced unconsciously in preference to intentionally, impacting how continually it's far observable in workforce exchanges. One respondent noted;

“.... maximum personnel are not aware of highbrow humility as an idea because it's never mentioned officially in meetings or trainings.....” Administrator

Another respondent added;

“.... human beings may also act humbly; however, they don't recognize that it is an essential professional value referred to as intellectual humility...” Teacher

These respondents cited that although theoretical know-how is low, sensible awareness, as manifested in everyday behavior, is fairly present among a group of workers. They observed that many instructors and directors seldom look for guidance from colleagues, welcome correction, and are open to learning; they simply do not consult with these acts as highbrow humility. In

keeping with the respondents, this type of focus is manifested informally via teamwork, consultations, and respectful engagement in meetings. At the same time, they emphasized that because it isn't always categorized as such, the team of workers won't value or nurture these accurate practices. One respondent stated;

“... You locate that personnel seek advice from each other and are given recommendations; however, they don't know that these movements replicate intellectual humility...” Non-teaching staff

Another respondent observed;

“... In exercise, many instructors are open to gaining knowledge from others, though they don't consult with it as intellectual humility...” Teacher

The respondents discover that attention to highbrow humility drastically varies amongst a one-of-a-kind cadre of personnel. They suggest that directors and senior teachers have higher levels of recognition as a result of management education and mentorship roles, as well as broader expert experiences, while a few junior teachers and non-teaching personnel are probably much less aware due to restricted schooling opportunities or unfamiliarity with standards associated with reflective exercise. As members underlined, this choppy degree of consciousness results in inconsistent attitudes toward comments, collaboration, and decision-making across the college. One administrator explained;

“... Senior workforce understands humility higher because leadership roles expose them to getting to know others...” Administrator

Similarly, a respondent noted;

“... a few junior groups of workers might not absolutely admire intellectual humility because they have not had a lot of education or mentorship...” Teacher

Many of the participants mentioned that intellectual humility among staff has grown through the passage of time, earned experience, and everyday interpersonal relationships. They noted that during many years of working in a team, the staff has learned to listen, consult, and recognize strengths in others. According to administrators, situations like problem-solving, student discipline, and curriculum planning teach employees to be open-minded. This growth, according to the respondents, is informal and gradual but shows a positive trend toward greater appreciation of humility in professional practice. One respondent remarked:

“.... As you work with people for many years, you learn that you cannot know everything and must listen to others....” Teacher

Another participant added;

“.... Experience teaches staff to consult and appreciate others’ ideas, especially when handling challenges together....” Administrator

Awareness of intellectual humility is strongly influenced by the practice and role-modeling effect of school leaders themselves. As one explained, when leaders demonstrate an awareness of their limitations, are open to correction, or ask for input from staff, teachers better understand the worth of humility. Many participants noted that, in fact, leadership behaviors like shared decision-making, openness in communication, and respectful interaction are key factors in promoting awareness at large. Some participants mentioned that when the leadership is autocratic or inflexible, awareness would be low because staff members do not see humility consistently modeled. One respondent stated;

“.... When leaders admit mistakes and ask for staff input, teachers learn that humility is important....” Teacher

Another respondent observed;

“.....If leaders are rigid and unapproachable, employees do not see the value of being humble themselves.....” Non-teaching staff

Another factor affecting awareness levels is the general culture of the school in relation to established communication, teamwork, and conflict resolution norms. The participants elaborated that in settings where open exchange of views and respect for colleagues' opinions are fostered, there is a conscious realization among the staff of the requirement for humility while learning and working together. However, when the culture becomes highly competitive, defensive, or extremely hierarchical, awareness of intellectual humility becomes diminished as people become more concerned with protecting their ideas rather than learning from others. The participants emphasized that enhancing school culture is an essential element in promoting natural improvement in awareness. One respondent explained;

“.... Where staff is encouraged to share ideas freely, they become more aware of the need to respect and learn from others....” Administrator

Another added;

“.... A competitive environment makes people defensive, which reduces awareness of humility....” Teacher

One of the foremost motives, consistent with respondents, is the absence of formal training, workshops, or discussions on intellectual virtues, which include humility. They cited that whilst personnel improvement classes cover coaching methods, performance control, and discipline, rarely does it cover individual-primarily based capabilities like intellectual humility. Without coping with the idea of intellectual humility, employees may not make the private and conscious attempt to gather the trait, not to mention recognize its significance in management, teamwork, and learning. Many respondents felt that based schooling would raise consciousness and inspire a group of workers to adopt humility consciously. Some of the selected respondents reported that;

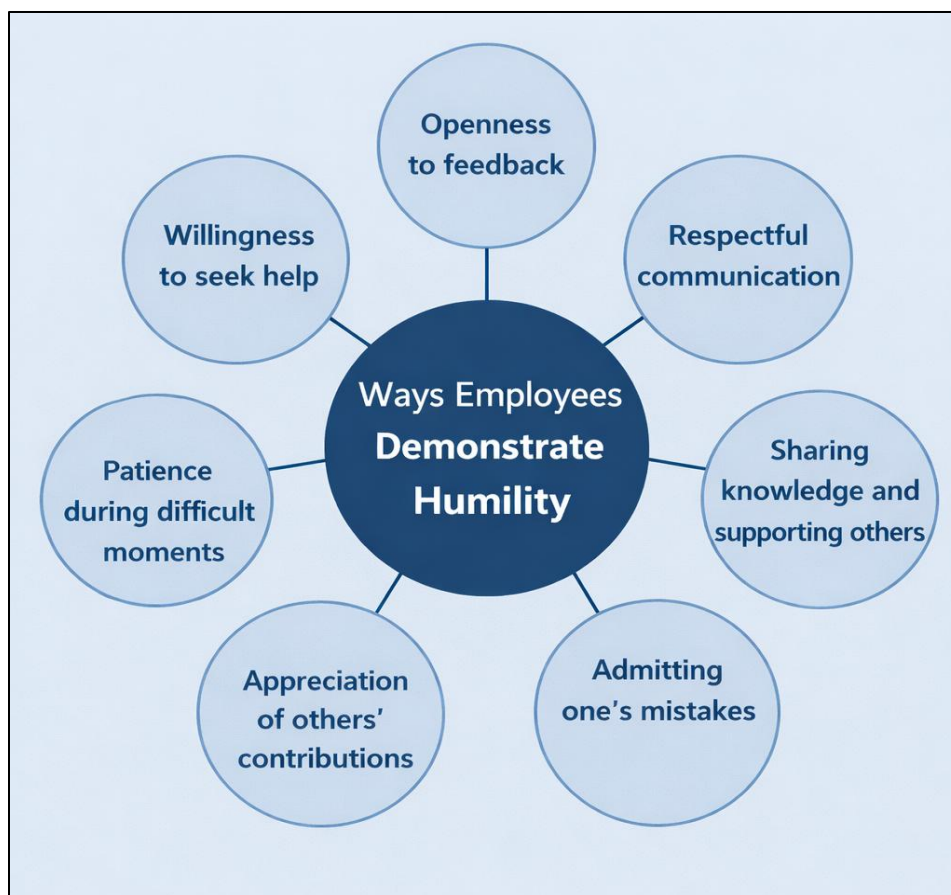
“.... Many of us practice humility without knowing that it is called intellectual humility, so the awareness is still low....” **Teacher**

“.... If leadership emphasized it more during training, the staff would understand and apply it better....” **Head Teacher**

4.3.2 Ways employees demonstrate humility in their daily work or interactions

From the interviews conducted with selected administrators and the workforce of Dr. Obote College School, such as the head teacher, deputy head teacher, DOSA, human resource officer, and a few teachers, they were asked for their views on the ways employees demonstrate humility in their daily work or interactions, and their responses were as follows;

Figure 3: Showing ways employees demonstrate humility in their daily work



Source: *Primary data*

Willingness to seek help: Respondents described that one of the major avenues through which employees express their humility is through willingly seeking help from colleagues whenever they experience difficulties with their jobs. Teachers, administrators, and non-coaching staff are suggested to talk regularly with each other about making plans for classes, disciplining college students, following administrative procedures, or doing technical tasks rather than pretending to know everything. Respondents say this openness in the direction of gaining knowledge from co-employees conveys the idea that no employee has all of the solutions. This can create supportive painting surroundings for all and sundry concerned in the setting. They said this conduct reduces mistakes, strengthens teamwork, and encourages collaboration across departments. One respondent noted;

“.... Our personnel display humility once they consult every other freely in preference to pretending to recognize the whole lot....” Deputy Head Teacher

Another respondent added;

“...whilst the workforce asks for assistance, it shows they're inclined to research and work collectively as a team...” Teacher

Openness to feedback: Respondents indicated that personnel at Dr. Obote University College regularly express humility through the popularity of corrections and comments from other bodies of workers and their supervisors. In staff conferences, it isn't always uncommon for teachers themselves to pick out regions they may be struggling with and ask for hints from others. Administrators suggested that even senior employees are willing to take constructive criticism, which reduces friction and builds better expert practice. For contributors, this openness to listening, reflecting, and making changes in a single's actions shows outstanding highbrow humility and affects overall performance undoubtedly. One respondent noted;

“.... I have visible teachers brazenly ask for remarks whilst they may not be positive, and this enables every person to improve...” Teacher

An administrator added:

“.....while personnel accepts correction without arguments, it suggests humility and enables enhanced performance....” Administrator

Respectful communication: The respondents talked about how humility is also manifested within the respectful tone used by way of personnel in communicating with colleagues, college students, and faculty administration. They indicated that commonly, the personnel speak courteously, keep away from the use of confrontational language, and try to recognize alternative perspectives throughout a verbal exchange. Many teachers provide opportunities for others to contribute ideas before they do so. Respondents said that this respectful communication prevents disagreements, maintains cohesion, and reflects humility because it acknowledges the value and insights of others. One respondent stated;

“.... Most employees communicate respectfully and listen to others before giving their views, which shows humility....” Non-teaching staff

Another respondent noted;

“.... When people speak politely and allow others to contribute, it reduces conflict and shows respect....” Teacher

Sharing knowledge and supporting others: A number of the respondents mentioned that staff are humble as they share knowledge, resources, and skills with colleagues who may be less experienced. Teachers support each other through the preparation of schemes of work, marking,

and the handling of difficult subject content. Non-teaching staff support new colleagues in understanding the way things are done in school without needing to seek attention for themselves. As one such respondent noted, such generosity in the sharing of knowledge was a manifestation of humility in that it betrayed a predisposition toward collective success rather than pride and/or competition. One respondent explained;

“.... Teachers here help each other with work, especially when someone is struggling, and that shows humility....” Teacher

Another respondent added;

“.... Some employees take time to guide new employees without expecting praise, which reflects humility...” Administrator

Admitting one's mistakes: In all cases, it was felt that workers would admit to making mistakes rather than putting the blame elsewhere or covering up their error. It may be a teacher who did not make the instructions clear, an administrator who overlooked something, or a non-teaching staff member who did not do something right. The majority will openly acknowledge their mistake and accept responsibility. Such willingness to admit mistakes is indicative of humility on the part of individuals because through such admission, honesty and accountability are manifested, rather than saving one's face or image. One respondent explained;

“.... You see humility when someone admits a mistake and is ready to learn from it without feeling embarrassed....” Teacher

Another respondent noted;

“.... When employees accept responsibility for their mistakes, it builds trust and accountability....” Administrator

Appreciation of other people's contributions: The respondents indicated that staff exhibit humility through the appreciation of the works and achievements done by others. Teachers mostly acknowledge the good work their colleagues have done in planning meetings or during project discussions, while administrators appreciate the efforts of teaching and non-teaching staff during assemblies and evaluation sessions. Recognition of the strengths and achievements of others demonstrates humility since personal ego is downplayed, thus creating a culture of respect and encouragement. One respondent remarked;

“.... Staff appreciates each other's efforts, especially when someone does a good job, and this encourages teamwork....” Teacher

Another respondent added;

“.... When leaders recognize the contribution of staff, it shows humility and motivates everyone” Administrator

Patience during difficult moments: According to the respondents, patience is another way employees manifest humility in their everyday work. Once a disagreement has cropped up, usually the workers keep calm and allow the others sufficient time to outline their grievances. Teachers are also patient with pupils who have various learning difficulties, which again is humility because it involves emotional control and putting others' needs first. This type of patience will keep the working environment calm and promote problem-solving constructively. One respondent noted;

“.... Even when disagreements arise, many staff remain calm and listen, which helps solve problems peacefully.....” Teacher

Another respondent added;

“.... Patience with both colleagues and students shows humility and helps maintain a positive environment” Non-teaching staff

4.4 The mechanisms for fostering intellectual humility among employees in Dr. Obote College School

This section presents findings in response to Objective Three, which sought to explore the mechanisms for fostering intellectual humility among employees in Dr. Obote College School. Analysis of interview data from administrators, teaching staff, and non-teaching staff revealed respondents' views on the practices/policies currently in place to encourage intellectual humility at the school, and how leaders or colleagues model and promote humble behavior among staff, as discussed below;

Figure 4: Showing practices to encourage intellectual humility at the school



Source: *Primary data*

4.4.1 Practices/policies currently in place to encourage intellectual humility at the school

From the interviews conducted with selected administrators and the workforce of Dr. Obote College School, such as the head teacher, deputy head teacher, DOSA, human resource officer, and a few teachers, they were asked for their views on the practices or policies that are currently in place to encourage intellectual humility at this school, and their responses were as follows;

Collaborative staff meetings: Respondents outlined that one of the best practices that fosters intellectual humility among staff at Dr. Obote College School is regular collaborative staff meetings. In these meetings, teachers and administrators openly discuss challenges, share ideas, and make decisions as a team. Staff are encouraged to express different viewpoints, listen attentively to each other, and acknowledge when another colleague's suggestion might be better. Respondents maintained that these discussions reduce the dominance of individual perspectives and promote a culture of shared learning that reinforces humility by showing that everyone's input matters regardless of their position.

Open-door leadership approach: In connection with the humility-enhancing policy, the respondents pointed out the open-door leadership approach practiced by the school administrators. The head teacher and other senior administrators in the school let staff freely approach them with concerns, suggestions, and alternative views without punishment. Such an approach lets staff admit that they do not know something and may need guidance about a specific matter. Several interviewees mentioned that the approach creates a climate whereby workers would feel that they

are important and that learning is a lifelong process for all, including the leaders, which in turn enhances intellectual humility across the entire school.

Peer support and mentorship: A number of the respondents mentioned that the informal arrangement of peer support and mentorship at the school significantly enhances intellectual humility. For instance, senior teachers regularly mentor a new team of workers in educational planning, study room control, and professional behavior, even as non-teaching personnel get help from their senior colleagues on administrative tasks. In line with respondents, this mentorship version complements humility as it normalizes seeking assistance, recognizing others for their strengths, and valuing shared know-how. It also cultivates a non-aggressive culture in which the group of workers is more willing to acknowledge their learning needs.

Professional development sessions: The respondents claimed that frequent potential-building workshops and training arranged at the faculty inspire personnel to hold an attitude of non-stop getting to know you, vital to highbrow humility. Those trainings equip the personnel with new strategies, policies, and higher ways of coaching and handling. As members defined, the training helps the workforce recognize that understanding evolves, and nobody is completely equipped without ongoing development. This cognizance strengthens humility, with personnel becoming more willing to conform and be given expert guidance.

Reflective practices: Respondents stated that at this college, reflection is recommended through lesson evaluations, discussions around performance, and extra unofficial reflective image classes amongst personnel. Instructors are encouraged to reflect on their strengths and weaknesses, focus on the regions in which they most want to enhance, and freely share such reflections with colleagues for the duration of instructional meetings. As explained by interviewees, this intentionally mirrored image supports humility in that staff contributors are allowed to understand mistakes, welcome positive grievance, and undertake a frame of thought that prioritizes improvement over defensiveness.

Respect and courtesy policy: The college has a general policy of respect and courtesy that governs the interaction of people in the administrative center. Employees should speak politely, wait for a response after they have spoken, and should not look down upon others as beneath them, either colleagues or students. Such respect in engaging others encourages intellectual humility, where individuals humble themselves to realize the importance of other individuals' opinions.

According to the respondents, the policy limits interpersonal conflict and creates a conducive environment for all to express various ideas without fear of being judged.

Inclusive decision-making: The respondents identified that inclusive decision-making is another policy that strongly promotes humility within the school. In situations where major decisions are considered, such as teaching schedule changes, disciplinary procedures, and resource management, it is often common to consult teachers and non-teaching staff. This inclusion, according to respondents, fosters humility because it reminds staff that the best solutions emanate from group reasoning together and not from an individual's authority. Furthermore, it drives staff to appreciate other people's contributions and also to understand the limitations of their perceptions. Some of the selected respondents reported that;

“... Our leaders encourage us to speak freely and share ideas, which help everyone see that none of us has a monopoly on knowledge...” **Human Resource Officer**

“... The mentorship culture here reminds us that we all still have something to learn from one another....” **DOSA**

4.4.2 How leaders or colleagues’ model and promote humble behavior among staff

From the interviews conducted with selected administrators and the workforce of Dr. Obote College School, such as the head teacher, deputy head teacher, DOSA, human resource officer, and a few teachers, they were asked for their views on how leaders or colleagues’ model and promote humble behavior among staff, and their responses were as follows;

Leading by example: Respondents reported that the school leaders at Dr. Obote College School create an environment that reinforces humble behavior through the example set by the leaders in day-to-day practice. They noted that humility is manifested by the head teacher and deputies when admitting to making mistakes, seeking clarification from staff, and publicly appreciating contributions made by others during meetings. As indicated by respondents, leaders' openness closer to a lack of awareness and their consultations with instructors earlier than making choices set the sensible example that humility isn't a weakness, but an expert energy. This behavior encourages the body of workers to do the same and creates a way of life where learning from others is normalized.

Active listening: Leaders and associates exhibit humility through energetic listening for the duration of discussions, in line with the respondents. They indicated that during group of workers conferences, the directors purposefully allow the employees to have a time to express their

opinions without being interrupted, and co-workers also pay attention to each different hint respectfully. Consistent with the respondents, this pastime leads to humility because it permits the staff to recognize that every special angle has a price and avoid dominating discussions. This act of attentive listening fosters mutual admiration and makes a group of workers more receptive to ideas that query their personal assumptions.

Gratitude and recognition of contributions: A very vital manner in which humility is fostered, consistent with respondents, is through a very strong appreciative tradition among its leaders and associates. They said administrators frequently acknowledge achievements of teachers publicly, recognize correct performance, and give credit to collaborative effort rather than claiming credit themselves. Immediately after completion of major tasks, teachers and support staff also thank each other, which helps to create a supportive environment. As respondents reiterated, this public acknowledgment of others' strengths cultivates humility because the focus shifts from individual ego to collective success.

Encouragement of collaboration: Respondents indicated that leaders encourage humble behavior through the promotion of collaboration and discouraging individualistic behavior. They explained that administrators give out assignments to teams rather than individuals, especially in academic departments and co-curricular activities. This approach forcibly makes staff dependent on each other, and also requires them to listen to different viewpoints and appreciate each person's strengths and weaknesses. According to respondents, such collaboration naturally fosters humility in that it shows effective performance is rarely a product of isolated effort but through coordinated teamwork.

Mentorship and support: The respondents indicated that through their mentorship role, the senior teachers and administrator's model humility as they guide the junior staff without portraying themselves as superior. They added that experienced teachers support new staff in planning lessons, managing classrooms, and understanding school procedures with great patience, openness, and a willingness to learn from the juniors. This, according to the respondents, shows that humility reinforces the recognition that everyone has something to teach regardless of position or years of experience.

Conflict resolution by respect: Respondents said that the attitude of leaders and colleagues toward conflicts reflects humility, too. They defined that directors inspire calm speech, invite both facets to speak, and emphasize information rather than judgment. The body of workers is

discouraged from competitive argumentation and is guided to make honest apologies when wrong. Respondents cited that such procedures mirror humility because they consciousness on restoring relationships rather than exerting strength or proving superiority, which sets a version for others to observe.

Transparency in decision-making: Respondents suggested that another conduct leader’s version in regard to humility includes transparency round selection-making. They said the administration defined the reasoning for sure choices and sought workforces enter earlier than finalizing modifications. Such openness indicates a leader does not view himself as having all the answers and is inclined to well-known while he may additionally want collective awareness. Respondents believed this transparency bolsters humility some of the body of workers as it shows them that management is not about being dominant, but instead about the shared ownership of labor. Some of the selected respondents reported that;

“.... When the head teacher openly admits that he doesn’t know everything, it gives all of us permission to be genuine and humble too.....” **Deputy Head Teacher**

“.....Our colleagues show humility through simple acts like listening, appreciating others, and accepting corrections without defensiveness.....” **Teacher**

4.4.3 How leaders or colleagues’ model and promote humble behavior among staff

From the interviews conducted with selected administrators and workforce of Dr. Obote College School like the head teacher, deputy head teacher, DOSA, human resource officer, and few teachers, they were asked for their views on the strategies they think could be introduced to strengthen intellectual humility among employees and their responses were as follows;

Capacity-building workshops: Respondents across the board stressed that structured capacity-building workshops are needed to help staff understand what intellectual humility means, its added value, and how it is applied. According to administrators, such in-service training sessions would provide a safe learning environment in which teachers openly share their strengths, weaknesses, and biases, thus fostering a culture of self-awareness. On their element, the team of workers also endorsed workshops facilitated by means of external professionals to assist demystify humility and display to the body of workers that acknowledging one's errors or requesting explanation does not mean being incompetent, however as a substitute professionally mature. Consistent with them, consistent education might strengthen collective learning, lessen defensiveness in the course of

discussions, and foster a commonplace expertise of the need to make respectful and balanced choices.

Establish stronger feedback mechanisms to build intellectual humility: Set up stronger feedback mechanisms to construct highbrow humility: the general public of the respondents cautioned against constructing stronger and more obvious mechanisms of remarks that might enhance intellectual humility at some stage in the school. Instructors defined that systems permitting a group of workers to acquire positive grievance without worry of judgment could permit openness and reflection. Directors, in addition, emphasized that ordinary critiques, peer opinions, and anonymous proposal channels would improve an employee's motivation to concentrate on others, value other points of view, and improve where needed. Such mechanisms would simply make humility ordinary as a part of professionalism, in place of portraying it as a private weak point. Furthermore, regular practices of feedback would build collaboration, reduce conflict, and improve instructional and administrative decision-making.

Mentorship and peer support programs: Many respondents identified that mentorship and peer support programs could provide fertile ground for creating intellectual humility among employees. The human resource officer and a few teachers explained that matching experienced personnel with relatively newer members would allow sharing of knowledge in a manner that is characteristically respectful and non-hierarchical. This engagement would teach the staff to learn from each other without consideration of position, and therefore, every contribution will be important. Mentorship, they further explained, would also allow many seasoned employees to model intellectual humility through actions that include seeking input, acknowledging limitations, and being demonstrably willing to learn. The eventual outcome, according to the respondents, would be that such programs would influence the behavior of the staff to make them more cohesive and receptive.

Encouraging consultative decision-making: The respondents identified that intellectual humility can be enhanced in the school by encouraging consultative and collective decision-making processes. According to administrators, this is the kind of situation in which employees from all departments are invited to air their views; such a process minimizes egoistic tendencies among individuals and helps them learn to appreciate several views before arriving at a decision. As they said, involving teachers in committee and planning meetings would make them less defensive during discussions, even when opinions differ. In this way, intellectual humility will have been

developed because workers will learn to appreciate that they share responsibility with other members of the team, who may similarly have some levels of expertise. They said that collaboration reduces rigid thinking and builds mutual trust.

Recognition and reward for humble behavior: Respondents have also suggested that the school design recognition programs, which reward those staff who consistently display intellectual humility. As stated by the administrators, recognizing those who exhibit team cooperation, open-mindedness, and a desire to learn may reinforce these behaviours throughout the workforce. The teachers identified that recognition need not be monetary in nature; even some form of appreciation, certificates, or highlighting model behavior in staff meetings will help others replicate similar conduct. They felt celebrating humility would turn around the cultural environment from one of competition to mutual growth, thus helping the work environment to improve, consequently affecting school performance positively. According to them, recognition will act as a positive reinforcement mechanism for humility-driven conduct.

Making humility a part of the school values: A long-term approach, some explained, would be embedding intellectual humility in the guiding statement and code of conduct of the school. According to the administrators, including humility among guiding principles will influence the writing of policies, their implementation, and their evaluation. Teachers indicated that having humility highlighted in induction sessions, staff manuals, and performance guidelines would give clarity on what is expected. They believed formalizing humility would not only institutionalize the behavior but would also guide interaction among staff, conflict resolution, and leadership practices. Embedding humility in the school values ensures sustainability and consistency in the behavior of the staff.

Encouragement of reflective practice: Several respondents suggested that intellectual humility be strengthened by the school through the encouragement of reflective practice. Teachers noted that employees who are regularly engaged in reflective consideration of their actions, decisions, and attitudes become aware of many areas in which they require input or further improvement. Administrators said that reflective journals, retreats, and debriefing sessions after major events offer opportunities for the staff to profit from errors without accusation. Such a reflective culture allows employees to recognize their knowledge deficit, seek help, and value others' expertise. The reflective practices, they maintained, would develop maturity, openness, and balanced thinking. Some of the selected respondents reported that;

“When people are given opportunities to learn and reflect, they become more open to accepting when they are wrong and hearing from others.....” **Deputy Head Teacher**

“.....If humility is recognized and reinforced, staff will begin to see it as a strength rather than a weakness.....” **Human Resource Officer**

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction

This chapter includes the discussion of findings in relation to the literature. It also summarizes all findings reported in chapter four according to the questions of the study, draws conclusions, suggests recommendations, and also proposes some areas for further study.

5.1 Summary of findings

The findings found that highbrow humility performs a critical function in improving personnel performance, teamwork, and decision-making at Dr. Obote University faculty, as respondents consistently highlighted its importance in selling collaboration, improving teaching practices, strengthening expert relationships, and helping effective leadership. They emphasized that humility fosters responsibility, innovation, and non-stop learning, thereby contributing to both individual and institutional growth. Conversely, the absence of intellectual humility changed into determined to significantly undermine teamwork and decision-making, leading to breakdowns in collaboration, biased and useless selections, expanded conflicts, low staff morale, restrained gaining knowledge of, delayed problem-solving, and decreased agreement among colleagues. Universal, the findings exhibit that intellectual humility is vital for a fine, effective, and cohesive working environment, whilst its absence creates disorder, tension, and stagnation within the faculty.

Furthermore, the findings indicate that attention to intellectual humility among personnel at Dr. Obote College faculty is generally low, largely because the concept is rarely mentioned officially, despite the fact that many staff unknowingly exercise elements of it in their everyday work. cognizance varies throughout the group of workers categories, with directors and senior teachers displaying better know-how because of greater publicity to management education, even as junior and non-coaching groups of workers reveal restrained familiarity. no matter the low conceptual attention, personnel show off humility via sensible behaviors, including searching for assistance from colleagues, accepting feedback, communicating respectfully, sharing understanding, acknowledging errors, appreciating others' contributions, and displaying staying power throughout hard situations. These moves replicate a slight stage of casual consciousness nurtured by enjoyment, leadership modeling, and the faculty's culture, although respondents emphasized

that the absence of dependent education and inconsistent management patterns prevent deeper and more deliberate information about intellectual humility amongst the team of workers.

Lastly, the findings discovered that Dr. Obote's college faculty fosters highbrow humility via numerous informal and formal mechanisms, along with collaborative workforce meetings, an open-door management technique, mentorship structures, expert development classes, inclusive decision-making, and a subculture of appreciation and reflection. Leaders model humility through behaviors consisting of admitting mistakes, actively listening, spotting others' contributions, encouraging teamwork, resolving conflicts respectfully, and practicing transparent decision-making, which collectively set the tone for humble conduct among personnel. Respondents additionally emphasized the need for extra techniques to bolster highbrow humility, which includes structured capacity-building workshops, more potent feedback structures, accelerated mentorship programs, extra consultative decision-making, popularity mechanisms for humble conduct, embedding humility into the college's core values, and encouraging deeper reflective practices. Basically, the findings show that even as the college already practices several humility-improving behaviors, personnel trust that more planned, established, and institutionalized efforts are important to fully integrate intellectual humility into the faculty's culture and professional practices.

5.2 Discussion of findings

5.2.1 Justification for intellectual humility among employees in Dr. Obote College School

The findings of this study revealed that intellectual humility significantly improves the teamwork and collaboration of the staff at Dr. Obote College School, enhancing professional relationships that accommodate the growth of all. This relates to the literature, according to Hendy (2022), who affirms that intellectually humble individuals advance an environment that is inclusive and collaborative through listening, learning, and valuing others' contributions. Similar findings by Maiyo (2021) showed that employee humility facilitates knowledge sharing and advances cooperation, hence corroborating views expressed by respondents that humble staff ask for help, take guidance, and support colleagues. In addition, the findings relate to Schumann et al. (2022), who affirm that intellectual humility elicits good communication between individuals, limits defenses, and facilitates constructive communication, which the majority of the respondents observed in the proper way of communication, openness to feedback, and patience when disputes arise.

The study findings further showed that intellectual humility is closely related to improvement in teaching performance, learning-oriented behavior, and continuous professional development, as staff who recognize their limitations are more likely to fine-tune skills and accept innovations. These findings relate to the literature reviewed by Krumrei-Mancuso & Begin (2022), who note that intellectually humble leaders and employees are more receptive to new information, more capable of self-evaluation, and more dedicated to personal improvement. This is reiterated by Johnson (2022), who states that intellectual humility leads to well-being and continuous learning since there is increased self-awareness and acceptance of diverse perspectives. In addition, findings relate to those reported by Akram et al. (2025), who say that intellectual humility among teachers enhances student learning through reflective teaching and openness to improvement, as respondents consider humility to enhance lesson planning, classroom management, and addressing student-related challenges.

The study again unveiled how intellectual humility ensures teamwork, leads to less biased decisions, and increases professional growth, though it is considered to contrast with scholars such as Niu and Gao (2024), who argue that in some competitive organizational settings, confident and assertive leadership may ensure efficiency and high performance irrespective of levels of humility. In a related way, while the research participants emphasized the dangers of autocratic leadership, the findings from Kibirango (2023) show that several leaders in Ugandan contexts express low intellectual humility and have authority and control, which raises questions over whether humility may not be encouraged or rewarded in certain institutional contexts. Nevertheless, broader literature, including Porter et al. (2022) and Hendy (2024), shows that this study identified the importance of intellectual humility for effective leadership, unbiased decision-making, and building trust, thus showing and underlining the need for the school to intentionally develop this virtue among employees.

5.2.2 The awareness and exhibition of intellectual humility among employees in Dr. Obote College School

From the findings, it is evident that intellectual humility awareness is generally low among employees at Dr. Obote College School, even though many staff unknowingly manifest humble behaviors such as giving and receiving feedback, seeking help, and admitting mistakes. This finding relates to the literature reviewed by Naumova (2023), who said that intellectual humility has often been more rhetorically emphasized than duly included in the professional training of

many practitioners, thus making them practice some of its components without really understanding the concept. That is similar to Gómez et al. (2023)'s assertion that lack of conceptual awareness is common in those organizational settings where intellectual humility has not been explicitly taught, even though the employees may informally exhibit humble attitudes in their practices. The observation of this study that administrators are more aware because of their exposure to leadership programs relates to Wang (2024), who explained that structured professional development plays an important role in cultivating an understanding of competencies related to intellectual humility among employees.

These study findings also established that while staff exhibit humility informally, the absence of structured policies and direct sensitization results in limited depth of awareness. These findings relate to the literature highlighted by Adnan and Malik (2024), who stress that intellectual humility has to be created through targeted training, leadership modeling, and deliberate reflection; otherwise, employees remain ignorant of the theoretical meaning despite exhibiting observable behaviors that characterize it. Additionally, the findings relate to Suryani and Muslim (2024), who emphasize that intellectual humility blossoms in environments where it is integrated into both educational and organizational culture and that mere informal exposure is barely enough for a deep understanding of the concept. The emphasis from the respondents on inconsistent leadership styles also relates to what Sung (2025) stresses-that leaders themselves must model and actively enact humility, for instance, through active listening and acknowledgement of one's own limits, if employees are to internalize the concept better and be able to recognize it.

However, the findings of this study differ from the literature, such as Niu et al. (2025), who indicate that in some organizational settings, employees, especially young staff, are more likely to be aware of intellectual humility because they are exposed to modern leadership and professional expectations. This is opposite to what was observed at Dr. Obote College School, where junior staff showed low awareness compared to senior staff. Equally, although the current study established very limited formal emphasis on humility within the school's policies, Kyambade et al. (2024) indicate that institutions guided by servant leadership philosophy may inherently foster intellectual humility through practices that nurture trust, empathy, and accountability. While this model appears to be supportive of organizational humility, it was reported by the respondents in this study that unsystematic leadership practices thwart such cultural reinforcement in Dr. Obote College School. Nevertheless, the general literature, such as Hendy (2024), who focuses on

workplace humility as a necessary ingredient in establishing effective communication and relationships, supports the conclusion that deeper and more systematic initiatives are required to increase the awareness of staff regarding intellectual humility.

5.2.3 The mechanisms for fostering intellectual humility among employees in Dr. Obote College School

The findings from the study indicated that Dr. Obote College School inspires intellectual humility, comprising collaborative staff engagements, inclusive discussions, and reflective practice, all important ingredients in tilling the ground for a culture where staff are comfortable admitting what they do not know and learn from one another. The findings align with the literature by Krumrei-Mancuso and begin (2022), who imply that structures like mentorship, open speak, and guided mirrored image enhance humility extensively, as they allow people to understand what they do not know, while valuing others' insights. In the equal light, the findings of the study correspond to Johnson (2022), who suggests that settings conducive to open communication and respect clearly result in highbrow humility. That is due to the fact that individuals experience support in expressing doubt, revisiting their personal thinking, and constructively with colleagues. This alignment way that the informal engagements evolved in Dr. Obote College School should inspire humility acquisition even if coverage frameworks are absent or non-existent.

The findings of the study found that management modeling through admitting errors, listening actively, consulting the workforce, and acknowledging others' contributions is a vital mechanism through which humility is transmitted across departments. The locating aligns with the literature reviewed through Hendy (2022), who refers to management behavior as the most influential predictor of highbrow humility inside an organization, pointing out that leaders who demonstrably embody obstacles and recognize various viewpoints play a profoundly important role in shaping attitudes and interactions amongst personnel. This takes a look at and additionally helps Schumann, Koetke, and Ludwig's 2022 argument that humility-driven leadership promotes relational trust and fosters a more open, curious, and non-protective orientation in the direction of problem-fixing. Moreover, the emphasis on humility as one of the driving factors for healthful place of work relationships is mirrored by Porter et al. (2022), who state that people can be extra receptive to remarks and extra collaborative when leaders reveal humility, which reinforces the point that modeling is a sturdy mechanism for organizational learning.

The study findings certainly revealed some gaps within the college's efforts, especially a lack of established programs in the shape of formal training, systematic growth of mentorship, and institutional popularity structures for humble conduct. Those findings contradict the literature through pupils like Maiyo (2021), who claims that strong information-sharing cultures thrive excellently in environments where humility has been institutionalized through well-stated regulations and deliberately designed capacity-building programs. Similarly, the call to embed humility more explicitly in the faculty's values contradicts the findings of Akram et al. (2025), who stated that in certain academic settings, highbrow humility is evidently constructed among instructors via regular instructional practice without always having to be formalized into interventions. no matter those variations, the respondents' call for greater intentional techniques is echoed by means of Niu and Gao (2024), who postulate that planned management tactics and overt organizational structures are vital in sustaining humility toward an average overall performance development. Suffice it to say that the literature confirms the inference of this study: even though informal mechanisms exist, a more deliberate institutionalization of intellectual humility would enhance its practice across the school.

5.3 Conclusions

The study concludes that intellectual humility is a key factor that positively influences the enhancement of staff performance, teamwork, and decision-making at Dr. Obote College School. It is supported that humility engenders collaboration, accountability, innovation, continuous learning, improved individual productivity, and better overall institutional effectiveness. Lack of intellectual humility, on the other hand, would give rise to dysfunctional interactions, ineffective decisions, increased conflict, and low morale, thus creating barriers to a cohesive and productive working environment. Consequently, intellectual humility emerges as one of the essential founding attributes necessary to build a foundation of positive professional relationships and achieve school-wide goals.

The study further concludes that while the conceptual awareness of intellectual humility among staff is generally low, many employees still show instances of humble behavior through their daily interactions and professional conduct. This realistic humility seeks assistance, accepts comments, admits mistakes, stocks information, and communicates respectfully, displaying that the faculty, even in the absence of formal schooling, has an existing way of life that helps humility. But, the choppy knowledge of highbrow humility across the team of workers classes, at the side of

inconsistent reinforcement by management, suggests that extra systematic sensitization is needed to deepen personnel's appreciation for and intentional exercise of humility.

Lastly, the study concludes that Dr. Obote College School has numerous informal and emergent formal mechanisms for fostering intellectual humility, together with collaborative meetings, mentoring, expert improvement packages, and open-door management practices. However, the findings suggest a clear demand for more formalized and institutionalized processes, along with ability-building workshops, stepped forward recognition mechanisms, accelerated mentorship, recognition mechanisms, and inculcating humility within the organizational way of life, that could be better placed to preserve and entrench intellectual humility amongst its staff. This would make such efforts more normal, supportive, and reflective, embedding humility in the middle of expert practice and improving overall institutional performance.

5.4 Recommendations

Based on the findings of the study, the following recommendations have been found necessary concerning building intellectual humility among employees in Dr. Obote College School;

The research recommends that there may be a need for structured potential-building workshops on the way to help sensitize employees about highbrow humility, its significance, and practical software within the place of business. In doing so, such workshops need to provide staff an opportunity to assess their strengths, weaknesses, and biases in a non-threatening gaining knowledge. This form of schooling will promote self-focus, positive feedback, and appreciation of non-stop mastering and collective choice-making in embedding the element of humility as a part of professional practice.

The research also recommends the need for establishing more potent and more obvious comment mechanisms in college. Mechanisms like everyday performance appraisals, peer assessment, and anonymous proposal facilities permit the body of workers to obtain positive complaint without worry of judgment. This will encourage openness, reflection, and appreciation of diversity of views that help to normalize humility as part of the professional disposition.

Furthermore, the study recommends the need for expansion of mentorship and peer support programs to increase opportunities for sharing knowledge and professional guidance. The pairing of experienced staff with newer employees can help foster learning in a respectful, non-hierarchical way in which humility can be modeled through actions. Such mentorship programs

will foster collaboration, break hierarchical barriers, and help all employees feel that their contributions are valued.

In addition, the study recommends the need to encourage consultative and inclusive decision-making processes at all levels of the operations within the school. By engaging workers actively in consultation on issues, including planning of academic, resource distribution, and administrative procedures, staff will learn to respect collective reasoning, appreciate limitations of their personal views, and incorporate the contributions of other staff members. This approach is expected to minimize ego-directed decisions and nurture a culture of humility and respect for others.

Lastly, the study recommends the need to embed intellectual humility within the core values of the school and its recognition systems. Incorporating it into staff manuals, induction packages, and overall performance suggestions might institutionalize the practice; at the same time, recognizing employees for acts of humility through awards, certificates, or public acknowledgments could strengthen those behaviors. This strategy sustains and integrates humility within the professional tradition of the faculty.

5.5 Limitations of the study

This research was restrained by its qualitative research technique, which emphasizes depth of expertise instead of breadth or generalization. While the qualitative design enabled the researcher to seize rich, exact experiences and perceptions of employees regarding intellectual humility, the findings are inherently interpretive and context-precise. This means that the effects are largely pondered subjective perspectives of participants and the researcher's thematic interpretation, which may also restrict the capacity to generalize the findings to broader populations or extraordinary organizational contexts.

Another predicament of the take a look at related to the small number of respondents concerned within the research. The observer depended on a limited pattern of directors, teaching, and non-coaching body of workers, which made it appropriate for achieving depth through interviews; however, it constrained the variety of views that might be captured. Even though record saturation has been completed, the small pattern length may not completely constitute the range of evaluations in the entire workforce. Therefore, a few perspectives, studies, or dissenting views were now not captured, which affected the comprehensiveness of the findings.

Ultimately, the study became constrained by way of its focus on employees from the most effective institution (Dr. Obote College School) without a comparative angle. Concentrating on an

unmarried college allowed for an in-depth contextual analysis; however, it confined the potential to compare findings across exceptional colleges or organizational settings. As a result, versions in management patterns, organizational cultures, or institutional rules that would affect intellectual humility in different contexts have not been examined. This limited the extent to which the findings might be generalized beyond the have a look at vicinity and underscored the need for caution when making use of the conclusions in other establishments.

5.6 Areas for further research

Given that this research followed a qualitative study technique, further research should employ quantitative or combined-strategies designs to statistically study the relationship between intellectual humility and employee overall performance. Such approaches might allow for dimension, speculation testing, and broader generalization of findings.

In light of the small range of respondents involved in this study, future research may want to involve larger sample sizes drawn from multiple employee categories to seize more numerous perspectives and enhance the representativeness of the findings.

Considering that the study was conducted in the best one group, similarly, studies may want to adopt comparative research across exclusive colleges or organizational settings in Uganda, together with private colleges, universities, or public institutions, to examine similarities and variations in how intellectual humility is constructed and practiced.

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APPENDICES

Appendix 1: Interview Guide

For the head teacher, deputy head teacher, DOSA, human resource officer, teachers, and non-teaching staff of Dr. Obote College School

Dear Sir/Madam,

My name is Apio Joyce; I am a bachelor's student of human resource management at Uganda Christian University. I am conducting a study on "Building intellectual humility among employees in Dr. Obote College School." You have been specifically selected to participate in this study, and the information collected shall be purely for academic purposes and treated with the highest level

of confidentiality. The success of this study shall be greatly dependent on your response. Your cooperation shall be highly appreciated.

Section A: Introductions

1. Tell me about yourself (*age and level of education*)
2. What position do you hold at Dr. Obote College School?
3. How long have you been working at Dr. Obote College School?

Section B: Justification for intellectual humility among employees in Dr. Obote College School

4. How important do you think intellectual humility is for staff performance at this school?
5. What benefits do you see in promoting intellectual humility among employees?
6. How does a lack of intellectual humility affect teamwork and decision-making here?

Section C: The awareness and exhibition of intellectual humility among employees in Dr. Obote College School

7. How would you describe the current level of awareness of intellectual humility among staff?
8. In what ways do employees demonstrate humility in their daily work or interactions?
9. Can you provide examples where staff have shown openness to feedback or acknowledgment of their limitations?

Section D: The mechanisms for fostering intellectual humility among employees in Dr. Obote College School

10. What practices or policies are currently in place to encourage intellectual humility at this school?
11. How do leaders or colleagues model and promote humble behavior among staff?
12. What strategies do you think could be introduced to strengthen intellectual humility among employees?

Thank you for your cooperation

Apio Joyce

BUILDING INTELLECTUAL HUMILITY AMONG EMPLOYEES IN DR. OBOTE COLLEGE SCHOOL

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