# CONFLICT MANAGEMENT STYLES OF THE PUBLIC ELEMENTARY SCHOOL PRINCIPALS AND JOB SATISFACTION OF TEACHERS IN THE DIVISION OF SAMAR: BASIS FOR A MANAGEMENT TRAINING PROGRAM

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Major in Educational Management

ROWENA LLAUDER - BABON March, 2016

## APPROVAL SHEET

This Dissertation entitled "CONFLICT MANAGEMENT STYLES OF THE PUBLIC ELEMENTARY SCHOOL **PRINCIPALS** SATISFACTION OF TEACHERS IN THE DIVISION OF SAMAR: BASIS FOR A MANAGEMET TRAINING PROGRAM" has been prepared and submitted by ROWENA L. BABON, who having passed the comprehensive examination, is hereby recommended for oral examination.

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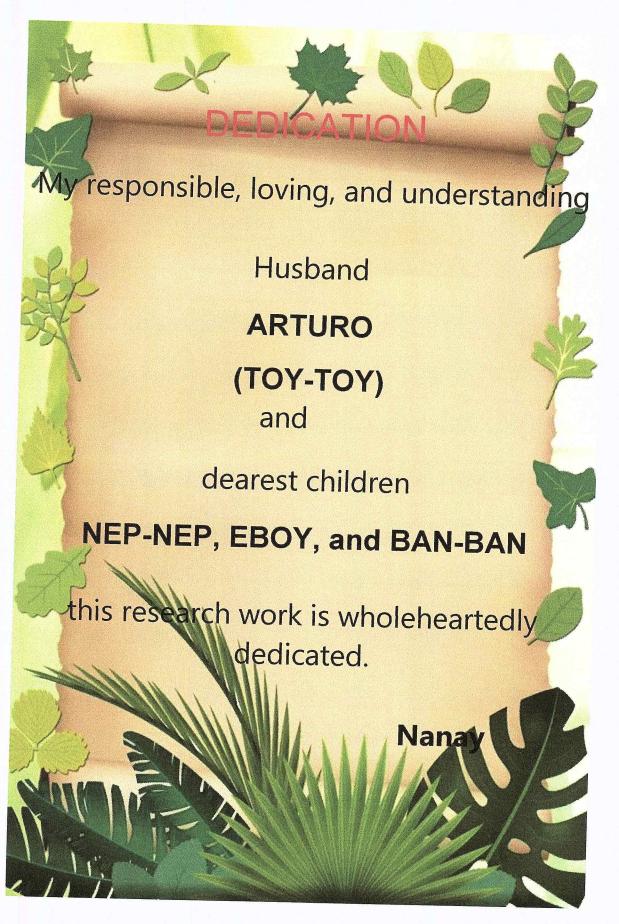
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#### **ABSTRACT**

This study determined the conflict management styles employed by elementary school principals and its relation to job satisfaction of teachers of the Division of Samar during school year 2015-2016 with the end view of evolving a management training program on conflict resolution and settlement for elementary school principals. This study employed descriptive-development research design. The study was a development research since the researcher developed a management styles and settling different conflicts. Among the many conflicts occurring in schools, the following were the most common occurring between teachers and pupils as assessed by the three groups of respondents: a) pupils' non-compliance with homework/assigned tasks; b) vandalism committed by pupils; c) discipline among pupils. Between the principal and the parents/community, the following conflicts were commonly identified by the three groups of respondents: a) lack of parent/community support to school programs and projects; b) school contributions. Between the teachers and parents/community, most source of conflicts arise from lack of parents support to class projects and teachers' lukewarm attitude in dealing with parents/community. The rejection of all hypothesis involving the comparison of perception of the three groups of respondents relative to the conflicts arising among the teachers, between principal and teachers, between teachers and pupils and between teachers and parents/community pointed out that their assessments were different from each other. Further validation of the Management Training Program for Principals be made to refine the program.

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## Chapter 1

#### THE PROBLEM AND ITS SETTING

#### Introduction

The daily work of organizations revolves around people and their interpersonal relationships. People need skills to work well with others who do not always agree with them, even in situations that are complicated and stressful (Kotter, 2012:110). Conflict occurs whenever disagreements exist in a social situation over issues of substance, or whenever emotional antagonisms create frictions between individuals or groups.

Conflict is a natural, everyday phenomenon in both private and public working spheres all over the world (Davis, 2014: 325-332). It is an unavoidable component of human activity that may be viewed as a situation in which the concerns of two or more individuals appear to be incompatible and tends to occur when individuals or groups perceive that others are preventing from attaining their goals. Within conflicts are inevitable, and arise in case of disagreements over workloads, problems in communication, individual differences in needs, goals, values, opinions, preferences or behaviors.

Conflict occurs whenever interdependent parties perceive incompatible goals. Since organizations have been described as systems of interdependent units with often competing interests, conflict is an inevitable and pervasive part of organizational life. Intra-organizational conflict has many forms, ranging from

informal arguments over office space to formal lawsuits over employment issues. Managers are dealing with conflict in any day, and spending an inordinate amount of time and energy on managing conflict. The most successful managers exhibited a greater percentage of behaviors specifically related to conflict management (Thomas, 2006:650).

Conflict is a serious problem in modern organizations. In many cases, it wastes precious human resources that would be better directed to other activities, including the primary work of the organization. Indeed, surveys of practicing managers suggest that they spend more than 20% of their time dealing with conflict or its aftermath (Ivaria, 2005:520). In any group, conflict is inevitable because different people have different viewpoints. In a work group or organization, particularly, group members see the needs of the organization differently because of their different job orientations.

Principals and teachers can spend considerable time dealing with conflicts. Sometimes they are directly involved and other times they act as mediators or neutral third parties to help resolve conflicts between other people (Walton, 2009:120). Conflict dynamics are inevitable in the workplace and it is best for principals to know how to handle them.

As organizations change, social forces from within and international pressures from without are causing managers to re-examine the basic tasks of management, including conflict management. Managers are being asked to use more interpersonal skills like emotional intelligence and other abilities, especially

in dealing with individuals, to be more involved in handling issues and challenges. Along with a change in role for the manager, an increased diversity in the work force has produced less homogeneous groupings in interpersonal style, attitudes, values and interests, which is associated with increased conflict (Fish, et al., 2005:137-146).

Conflict management has grown into a major subfield of organizational behavior. Conflict in groups and organizations is studied in many disciplines, researchers argue that conflict has a beneficial effect on group identity, development and function. Choice of conflict management strategies may strongly influence outcomes of a conflict. The ability to creatively manage internal conflict in the organization is becoming a standard requirement.

According to Mhehe (2007:32-45), educational administrators cannot avoid interacting daily with diverse groups of people including teachers, students, parents, school boards, and the community around the school. Each of these groups has its own problems, needs, views, expectations, and demands which often conflict with the ideals, demands, and views of others in the educational enterprise. School administrators, especially the principal, are expected to satisfy each of these people, all the time, in ways that end up in good relationship in the future and which will contribute to the growth and development of the school enterprise.

Diagnosing conflict in a given situation is the basis for choosing an appropriate management strategy. There is no one best way of managing

conflicts in educational organizations. There are, however, a number of ways, each suited to circumstances in a particular situation. Most literature suggest the basic principle in choosing a way of managing conflict is to use the approach most likely to minimize destructive aspects and to maximize the opportunity for organizational growth and development.

Knowing some of the different methods of dealing with conflict is extremely useful to principals with groups or organizations. If a group leader or principal is aware of these methods and their advantages and disadvantages, he or she will be more effective in handling conflict.

Highly satisfied employees tend to have better physical and mental health, learn the new job related tasks easily, and have less job stress and unrest. Such employees will become more co – operative such as helping co-workers, helping customers etc. Such behavior will improve unit performance and organizational effectiveness. Job satisfaction results from employee's perception that the job content and context actually provide what an employee values in the work situation. Organizationally speaking high level of job satisfaction reflects a highly favorable organizational climate resulting in attracting and retaining better workers.

Conflicts affect the accomplishment of organizational goals due to their attending stress, hostilities and other undesirable factors when poorly managed. When conflict is not resolved properly among members of the organization, job dissatisfaction may set in (Graham, 2009:71-85). It could also lower the morale

among members which eventually lead to low productivity and poor performance. Maister (2012:98) discussed that an organization without conflict will have employees reciprocate their actions by working harder and increasing profits. If employees are satisfied then more work can be completed and can lead to more profit. Employees might like the job because the organization is concerned with their thoughts and this might guide them into work more often because it is a place of enjoyment and fulfillment.

Conflict is a disagreement or dispute between people who differ in their ideas, needs, goals, values or beliefs and ways or procedures that people follow in handling grievances. It is a process that involves plans to avoid conflict as much as possible, and handling the disputes when they occur, as smoothly and within the shortest time possible. Conflict management appreciates that not all conflicts can be resolved, but they should be managed to a productive level such that they do not escalate to a level affecting performance and production. Unresolved conflicts usually lead to aggressive behavior. It is imperative therefore for and teams to evaluate whether they harbor good conflict management styles, or not; and make conscious efforts to reform their skills in case of the latter. More often than not conflict results from miscommunication between people regarding matters of opinion, beliefs and values. To address this root cause, it is necessary for people to acquire various skills related to selfawareness about different modes of conflict, communication skills and an official platform for management of conflicts (Smith, 2000: 198).

Organizations and individuals differ in how they deal with such resultant disputes, which are bound to occur in every environment; some choose to fight them while others flee from them. There are several causes of conflict at the workplace. To name but a few, are due to personality or differences, leadership and personnel differences probably on matters of ethical behavior, substance abuse by members of the organizations, family or background problems, difference in interests and values due to intercultural variations, scarcity of resources hence limiting creativity and poor performance. So what is the exact formula for dealing with conflicts in organizations? The answer lies in management of conflict mostly through experience and sometimes by embracing innovations or new ways of doing business.

The workplace in every organization requires governance and procedures that follow ethical behavior. Ethical behavior refers to the guidelines or the code of behavior that should be followed at the workplace (Kellet & Peter, 2007:99). These guidelines comprise ethics which center on personal conduct and policies which regulate the actions of employers and employees toward each other. The code of conduct are unique for every organization, and it is up to the management to design the most appropriate guidelines for the organization. Ethical behavior in an organization propels the whole unit to greater heights through portraying a positive image to the public, hence setting certain standards for the organization. When fundamental principles are adhered to by all parties in the workplace, it promotes teamwork hence increased productivity

and avoiding conflicts. Ethical behavior included traits such as honesty, respect, openness, tolerance and loyalty, among other virtues. Neglect to ethical behavior usually leads to negative performance of the organization, and a possible downturn to bankruptcy (Deutsch, 2000:102). A good example was the closure of the Divine Word University of Tacloban in 1995 with a student population of 10,000 including elementary and high school. The biggest privately owned university in Region V111 which comprised by Leyte and Samar and was administered by the Society of the Divine Word (SVD) an organization composed of catholic priests. The university was the choice of the students who cannot afford to study in Cebu and Manila because of its affordable tuition fees which were lower than most of the catholic schools in the country & providing quality education as well.

Year 1984 and 1985, the faculties and employees organized a labor union called Divine Word University Employees Union (DWUEEU). The union called for a collective bargaining agreement (CBA) with the administration of the university regarding the payment of back wages and retroactive salary increases. The administrators were unwilling to negotiate with the union thus, resulting in two prolonged strikes in 1988 and 1989. The battle continued in the court until it reached the Supreme Court. In 1990, the Supreme Court ruled in favor of the Divine Word University Employees Union (DWUEU). The court ordered that the Divine Word should enter into a collective agreement with the union but still refused to bargain collectively. Thus, the unilateral imposition of the university

of the CBA proposed by the union was upheld. The university may not validly assert that its consent should be a primordial consideration in the bargaining process. By its acts, no less than its action which bespeak its uncertainty it has forfeited whatever rights it could have asserted as an employer.

The Supreme Court on January 19, 1994 ordered the university to pay its employees back salaries and retroactive wages increases in accordance with the collective bargaining agreement (CBA) involving with Divine World Employees Union (DWUEU) the amount of 120 million. The university had contested the agreement since then the Supreme Court ruling was not accepted until finally in 1995 the university ceased operations (Wikipedia).

Experiences tell us that seldom no organizations exist without conflict between superior and subordinates and among subordinates themselves. Our schools are no exceptions. Time and again efforts are exerted to ease them to achieve harmony and desirable relationship between the school head and teachers and among teachers themselves. It cannot be denied that conflicts decreases productivity and lower school performance.

The Department of Education of the Division of Samar is not spared from conflicts. At its Legal Office are filed cases and conflicts ranging from school site disputes, child abuse, politicking in school, teacher's irregularity in attendance, irregularity in the utilization of MOOE, GPTA, and other school funds, disgraceful and immoral conduct, violation of special ranking, insubordination, gross neglect of duty, forgery and falsification of public official documents. These

filed cases and complaints could have been settled at the school level if principals have exercised the appropriate conflict management style.

This study attempted to examine how school principals handle conflict in comparison with their subordinates' perceptions of their conflict management style and job satisfaction which hopefully provided inputs and served as basis for a management training program in conflict management / settlement.

#### Statement of the Problem

This study determined the conflict management styles employed by elementary school principals and its relation to job satisfaction of teachers of the Division of Samar during school year 2015-2016 with the end view of evolving a management training program on conflict resolution and settlement for elementary school principals.

Specifically, the study sought answers to the following questions:

- 1. What is the profile of the key official-, principal- and teacher-respondents in terms of:
  - 1.1 age and sex;
  - 1.2 civil status;
  - 1.3 religion;
  - 1.4 family size;
  - 1.5 average monthly family income;
  - 1.6 educational qualifications;

- 1.7 in-service trainings attended;
- 1.8 administrative/teaching experience, and
- 1.9 school assignment?
- 2. What are the conflicts experienced in school organizations as perceived by key officials, principals and teachers:
  - 2.1 among teachers;
  - 2.2 between principal and teachers;
  - 2.3 between principal and parents/community;
  - 2.4 between teachers and pupils, and
  - 2.5 between teachers and parents/ community?
- 3. Are there significant differences among the perceptions of the three categories of respondents relative the conflict experienced in school organization:
  - 3.1 among teachers;
  - 3.2 between principal and teachers;
  - 3.3 between principal and parents/community;
  - 3.4 between teachers and pupils, and
  - 3.5 between teachers and parents/ community?
- 4. What conflict management styles do principals employ in conflict settlement as perceived by themselves?
- 5. What is the level of job satisfaction of teachers as perceived by themselves along the following dimensions:
  - 5.1 work itself;

- 5.2 security;
- 5.3 salary;
- 5.4 work environment;
- 5.5 supervision, and
- 5.6 organizational policies and practices?
- 6. Is there a significant relationship between the conflict management style employed by principals in conflict settlement and the following:
  - 6.1 key official-respondents' profile;
  - 6.2 principal-respondents profile;
  - 6.3 teachers-respondents profile, and
  - 6.4 level of job satisfaction of teachers?
- 7. What are the problems encountered by principals in conflict settlement and the extent to which they are felt as perceived by the three categories of respondents?
- 8. Are there significant differences among the perceptions of the three categories of respondents relative to the problems encountered and the extent to which they are felt?
- 9. What management training program may be evolved along conflict settlement and conflict management styles for principals based on the findings of the study?

## **Hypotheses**

Based on the aforementioned questions, the following hypotheses were tested in this study:

- 1. There are no significant differences among the perceptions of the three categories of respondents relative to the conflicts experienced in school organization:
  - 1.1 among teachers;
  - 1.2 between principal and teachers;
  - 1.3 between principal and parents/community;
  - 1.4 between teachers and pupils, and
  - 1.5 between teachers and parents/community.
- 2. There is no significant relationship between the conflict management style employed by principals in conflict settlement and the following:
  - 2.1 key official-respondents' profile;
  - 2.2 principal-respondents' profile;
  - 2.3 teacher-respondents' profile, and
  - 2.4 level of satisfaction of teachers.
- 3. There are no significant differences among the perceptions of the three categories of respondents relative to the problems encountered and the extent to which they are felt.

#### Theoretical Framework

The study is anchored on Thomas – Kilmann's Two – Dimensional Model of Conflict Behavior (1992:265 – 274) . Because no two individuals have exactly the same expectations and desires, conflict is a natural part of interactions with others. The theory assert that a person's conflict behavior are composed of two conceptually independent dimensions of organizational behavior, those of assertiveness – defined as behavior intended to satisfy one's own concerns, and cooperativeness – defined as behavior intended to satisfy another's concerns.

When these two dimensions were combined, the results are conflict handling styles: avoiding (unassertive, uncooperative), competing (assertive, uncooperative), accommodating (unassertive, cooperative), collaborating (assertive, cooperative), and compromising (intermediate in both assertiveness and cooperativeness) as in Figure 1.

Avoiding is unassertive and uncooperative where the individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation.

Competing is assertiveness and uncooperative where an individual pursues his or own concerns at the other person's expense. This is power-oriented mode, in which ones uses whatever power seems appropriate to win

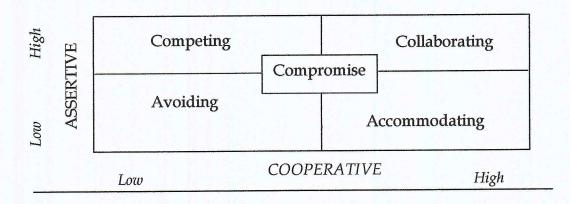


Figure 1. Two- Dimensional Model of Conflict Behavior by: Thomas – Kilmann's (1992:265-274)

one's own position like standing up for one's rights, defending a position when one believe is correct, or simply trying to win.

Accommodating is an unassertive and cooperative which is the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person, there is an element of self-sacrifice in this obeying another person's order when one would prefer not to, or yielding to another's point of view.

Collaborating is both assertive and cooperative which is opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative which meets both sets of concerns.

Collaborating between two persons take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some condition which would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem. Compromising is intermediate in both assertiveness and cooperativeness.

Another theory that supports the present study is Social Role Theory of Eagley (2003:150-168). The author explains social role theory as the concept that men and women behave differently in social situations and adopt different roles, due to societal expectations of how they should behave in various situations. Social role theory is often seen as a form of social determinism whereby

individuals are trapped into stereotypes, which people then choose to maintain as customs.

This theory explains how school principals react when there is conflict. As such, each principal is a unique person and would manage conflicts differently. Moreover, the theory further supports that gender also determines the conflict management styles of principals since according to the theory, social determinism suggests that people are expected to behave in ways that are consistent with these gender roles (Eagly, 2003:168-173). For example, men and women often are expected to, and do, occupy different roles in society(i.e., provider, caregiver) and through fulfillment of these roles, they learn different skills and beliefs that encourage specific social behavior. Men and women are also subject to different expectations for behavior.

Societal expectations for proper or socially condoned activities lead to different behavior on the part of men and women. For example, men are expected to be more agentic and women are expected to be more communal. Therefore, women and men will strive to fulfill these expectations, or social roles in various facets of social interactions with their subordinates like teachers.

The author additionally asserts that although society possesses expectations regarding how women and men should behave, these expectations are more than beliefs about the attributes of women and men. These societal expectations are apparent in male principals and female principals' interaction in organizational settings like the school, not only because of the influence of

societal expectations, but also because internalization and self-description into these specific feminine or masculine-based roles.

Therefore, as a consequence of the influence of social roles (which results in specific gender identities) women and men possess different expectations for their own behavior in organizational settings. The way principals identify or view themselves in terms of gender may be incorporated into managerial roles like how to manage and settle conflicts; thus these self-definitions influence their behavior.

Similarly, teachers have their own roles to play in the school organization. They have their own beliefs, attitudes, viewpoints and interests. Because of these differences in beliefs, attitudes, viewpoints and interests it is not surprising to be in conflict with other teachers and even with the principal.

Another theory where the study is anchored is Churchill's (in George and Jones, 2012:201-208)"The Facet Model of Job Satisfaction". The theory is primarily concerned with an individual's working condition. By dissecting a particular job into its various facets, one can ascertain how satisfied individuals are with each facet of their jobs. Some of these facets of job satisfaction are authority, recognition, advancement, and human relation.

For example, the human relation facet affects very much anybody's job satisfaction just like teachers in school organizations. When there is good rapport among teacher, the environment motivates teachers to function and work efficiently and effectively. They will be motivated to increase productivity

and organizational commitment, decrease absenteeism and turnover, and increase overall school organizational effectiveness. Job satisfaction relies on the notion that teachers deserve to be treated with respect and have their psychological and physical well-being maximized (Ellickson, 2011:173-184).

Finally, all the above theories on conflict management explain why principals will practice different conflict management styles and settling of conflicts. As such the theory explained the different styles of conflict management which was adopted in this study.

#### **Conceptual Framework**

The schematic diagram represented by Figure 2 is the conceptual framework of the study.

The diagram starts with a box at the bottom representing the research environment and respondents who are the DepEd key officials, elementary school principals and teachers of the Division of Samar during school year 2015-2016.

This bottom box is connected upward to a larger frame which represents the research process which encloses five boxes representing the variables of the study. The upper, the left and right side boxes represent the profile of both principal - and teacher-respondents. Then, the boxes at the center represent the conflict management styles of principals and teachers' job satisfaction,

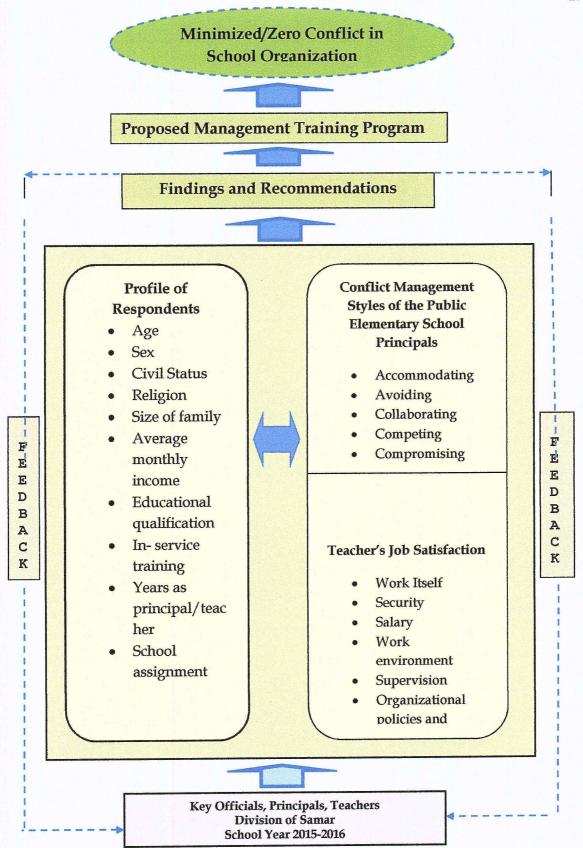


Figure 2. The Conceptual Framework of the Study

respectively. The two-way arrows that connect the boxes imply correlational analyses to be performed between variables represented by the boxes.

The large frame containing the boxes representing the variables of the study is connected upward to a smaller frame which represents the findings and recommendations of the study. In turn, the same box is connected upward to another smaller box representing the proposed management training program that will be formulated based on the findings and recommendations of the study. The same box is connected downward to the base box and uppermost box. The arrow going downward serves as the feedback mechanism of the study while the arrow upward serves as the end goal of the study which is minimized or zero conflict in school organization.

## Significance of the Study

This study would be beneficial to all stakeholders in education like principals, teachers, pupils, parents, and researchers.

Elementary school principals. The results of the study would be beneficial to the principals in terms of adding to the empirical knowledge base regarding conflict management. Thus, results of this study would also serve as a challenge to the school administrators to improve other present managerial skills/capabilities, human relations and evaluated skills in order to create the kind of school climate that can elevate teachers' job satisfaction. Moreover, the management training program suggested here will equip the principal the

necessary conflict management skills they need as they deal with various conflicts that would confront them.

Teachers. It is hoped that the findings of the study would help teachers' need to develop the skills and knowledge to recognize causes of workplace conflict and how to manage the work relationship for effective performance that will greatly contribute to their job satisfaction for quality learning outcomes of pupils. The findings of this study, would also serve to clarify performance expectations, reinforce constructive behavior, generate awareness of the current managerial practices of their immediate administrators which might help them take certain steps in improving or initiating changes that could bring about better human relationship in the pursuit of academic excellence. It would also serve as avenue towards improving teachers efficiency and productivity as well as an eye opener to teachers to their strengths and weaknesses so that the desired levels of performance are attained by them.

<u>Pupils</u>. The pupils are also expected to benefit from this study. When teachers have job satisfaction, one can expect greater dedication to duty, a subsequent improvement in teaching effectiveness as well as in personal and professional relations between and among peers, superiors and community. Such conditions would then redound to better quality output. Pupils learn better and retain longer what is learned under pleasant conditions.

<u>DepEd key officials</u>. The findings of this study would pave a way to key officials to address individual conflicts, increase knowledge, processes, practice and skills to build relationship and manage to resolve conflict peacefully.

<u>Parents</u>. Parents would be confident enough and would be very happy if their children would attain high achievement levels. If parents are happy, cooperation is easily facilitated. Harmonious relationship between the school and community would be easily obtained.

<u>Community</u>. The results of this study would help the community members gain awareness of their role and participation in the over-all learning of the school, thus contribute in making the work of teachers more rewarding and enjoyable.

DepEd programs /educational planners. It is hoped that findings of the study would create a potential impact on principal leadership that would result to the development of leadership training, specifically in the areas of conflict management. This study can be a vital source of information for the DepEd program planners, in the same manner that findings would give the insights towards the revitalization of faculty development projects and program, something which would make them attain further efficiency.

<u>DepEd policy makers</u>. This study would also provide feedback to policy and reformulating more favorable existing for designing and reformulating more favorable existing school policies and genuine programs that could bring about better human relationship within the institution.

<u>Future principals</u>. The findings of this study would serve as a rich source of reference materials in analyzing the conflict management styles thus, to choose and practice the best style which might be effective and fruitful in handling conflict when they become a school principal.

Future researchers. It is hope that results of the study would stimulate the continued investigation of the roles of the principals and teachers and strategies of handling conflicts. Conflict management styles and their influence on the perceptions of subordinates of their superiors remains an area of interest and concern for those involved in researching organizational communication. This study may also yield the findings that users may or may not need. However, it is recommended that whatever is deemed necessary, it should be treated in another study making use of other variables.

In general, this study may likewise add to the body of knowledge on conflict management styles and practices and teachers' job satisfaction in the Philippine setting specifically in the Division of Samar.

## **Scope and Delimitation**

The study is delimited to elementary school principals' conflict management styles and its relation to the job satisfaction of their teachers in the different public elementary schools of the Division of Samar.

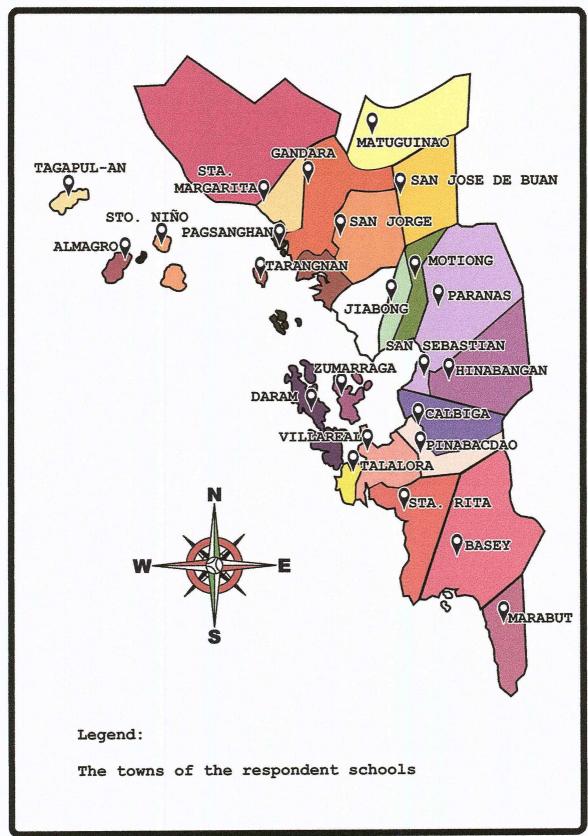


Figure 3. Map of Samar Province depicting the location of the respondent districts.

The study is limited to conflicts arising among teachers, between principal and teachers, between principal and parents/community, between teachers and pupils, and between teachers and parents/community. Moreover, the teachers' job satisfaction only covered the following dimensions – work itself, security, salary, work environment, supervision, and organizational policies and practices.

The respondents included key officials, principals and teachers. Total enumeration was used to sample the key officials and principals which resulted to 28 key officials and 104 principals. The key officials included the assistant schools division superintendent, chief supervisors, education program supervisors and district supervisors of the DedEd Division Office.

In determining the actual teacher-respondents, stratified random sampling was employed after determining the sample size using Sloven's formula. Only teachers who were on a permanent status were included in this study and those from schools of the districts managed by an elementary school principals to wit; Almagro Central E.S, Kerikite ES, Gandara 1 Central ES, Nacube ES, Tambongan ES, Caparangasan ES, Casab- ahan ES, Conception ES, Gandara 11 Central ES, San Agustin ES, Pinaplata ES, Pagsanghan Central ES, San Jorge Central ES, Buenavista ES, Bolao ES, Erenas ES, Santa Margarita 1 Central ES, Solsogon ES, Burabod ES, Cansunje ES, Lambao ES, Santa Margarita 11 Central ES, Balud ES, Ilo ES, Palale ES, Inoraguiao ES, Sto. Nino.Central ES, Villa Hermosa ES. Takut ES, Baras ES, Tagapul-an Central ES, Tarangnan Central

ES, Palencia ES, Bonga ES, Santa Cruz ES, Oeste ES, Lacirdone ES, Basey 1 Central ES, Rawis ES, San Fernando ES, Balud ES, Basiao ES, Burgos ES, Salvacion ES, Sugpunun ES, Basey 11 Central ES, Old Agustin ES, Can - abay ES, Amandayen ES, San Antonio ES, Calbiga Central ES, Patong ES, Cnticum ES, Daram 1 Central ES, Rizal ES, Baclayan ES, Daram 11 Central ES, Bakhaw ES, Casab- ahan ES, Hinabangan Central ES, Mugdo ES, Bagacay ES, Jiabong Central ES, Catalina ES, Malobago ES, Macabitas ES, Marabut Central ES, Tag - alag ES, Osmena ES, Legaspi ES, Motiong Central ES, Bayog ES, Pinabacdao Central ES, Obayan ES, Parasanon ES, Pahug ES, San Sebastian Central ES, Santa Rita 1 Central ES, Anibongon ES, Tominamos IS, Binanalan ES, Caticugan ES, Old Villareal 1 Central ES, Igot ES, Manunca ES, Talalora Central ES, MahayagES, Cambaguiao ES, Nagcaduha ES, Villareal 11 Central ES, Guintarcan ES, Pacao ES, Himyangan ES, Banguel ES, Wright 1 Central ES, Lipata ES, Pequit ES, Lokilokon ES, Binogho ES, Wright 11 Central ES, Casandig ES, Zumarraga Central ES, Magaan ES, Bioso ES, Tinaogan ES, San Isidro ES. Figure 3 shows the research environment.

The study utilized a questionnaire and the Personal Conflict Management Style Survey by Scott to gather the necessary data to answer the problems posited in this study.

Table 1
Respondents by Districts and Schools

Districts	Schools	No. of District Supervisor	No. of Public Elem. School Principals	No. of teacher Respondents
Almagro		1		
	Almagro CES		1	6
	Kerikite ES		1	3
	Total	1	2	9
Basey 1		1		
	Basey 1 CES		1	9
	Rawis ES		1	2
	San Fernando ES		1	2
	Balud ES		1	3
	Basiao ES		1	2
	Salvacion ES		1	1
	Sugpunun ES		1	1
	Total	1	7	20
Basey 11		1		
	Basey 11 CES		1	8
	Old San Agustin ES		1	2
	Can -abay ES		1	3
	Amandayen ES		1	2
	San Antonio ES		1	3
	Total	1	5	18
Calbiga		1		
	Calbiga CES		1	10
	Patong ES		1	2
	Canticum ES		1	4
	Total	1	3	16
Daram 1		1		
	Daram 1 CES		1	11
	Rizal ES		1	4

Districts	Schools	No. of District Supervisor	No. of Public Elem. School Principals	No. of teacher Respondents
	Baclayon ES		1	2
	Total	1	3	16
Daram 11				
	Daram 11 CES		1	10
	Bakhaw ES		1	3
	Casab-ahan ES		1	3
	Total		1	16
Gandara 1				
	Gandara 1 CES		1	9
	Nacube ES		1	1
	Tambongan ES		1	1
	Caparangasan ES		1	2
	Casab-ahan ES		1	2
	Total		5	15
Gandara/ Matuguinao		1		
O	Gandara 11 CES		1	10
	San Agutin ES		1	3
	Pinaplata ES		1	3
	Total	1	3	16
Hinabangan		1		
	Hinabangan CES		1	8
	Mugdo ES		1	1
	Bagacay ES		1	2
	Total	1	3	11
Jiabong		1		
	Jiabong CES		1	9
	Catalina ES		1	2
	Malobago ES		1	1
	Macabitas ES		1	1
	Total	1	4	13

Districts	Schools	No. of District Supervisor	No. of Public Elem. School Principals	No. of teacher Respondents
Marabut				
	Marabut CES		1	9
	Tag-alag ES		1	2
	Osmena ES		1	1
	Legaspi ES		1	1
	Total		4	13
Motiong				
	Motiong CES		1	11
	Bayog ES		1	3
	Total		2	14
Pagsanghan		1		
	Pagsanghan CES		1	7
	Total	1	1	7
Pinabacdao		1		
Thabacado	Pinabacdao CES		1	7
	Obayan ES		1	1
	Parasanon ES		1	3
	Pahug ES		1	1
	Total	1	4	12
Can Iawaa	Total		Ŧ	12
San Jorge	Cara Lauran CEC		1	9
	San Jorge CES		1	1
	Buenavista ES			
	Bolao ES		1	1
	Erenas ES		1	2
	Total		4	13
San Sebastian				
	San Sebastian ES			7
	Total			7
Sta. Margarita 1		1		
	Sta. Margarita 1CES		1	6
	Solsogon ES		1	2

Districts	Schools	No. of District Supervisor	No. of Public Elem. School Principals	No. of teacher Respondents
	Burabod ES		1	1
	Cansunje ES		1	1
	Lambao ES		1	1
	Total	1	5	11
Sta.Margarita		1		
11	Sta.Margarita 11 CES		1	5
	Balud ES		1	2
	Ilo ES		1	1
	Palale ES		1	1
	Inoraguiao ES		1	1
	Total	1	5	10
Sta. Rita 1		1		
	Sta. Rita 1CES		1	7
	Anibongon ES		1	1
	Tominamos IS		1	3
	Total	1	3	11
Sta. Rita 11				
	Sta. Rita 11 CES		1	9
	Binanalan ES		1	1
	Caticugan ES		1	2
	Old Manunca ES		1	1
	Total		4	13
Sto. Nino				
	Sto.Nino CES		1	4
	Villa Hermosa ES		1	2
	Takut ES		1	1
	Baras ES		1	2
	Total		4	9
Tagapul-an		1		
O-1	Tagapul-an CES		1	7
	Total	1	1	7

Districts	Schools	No. of District Supervisor	No. of Public Elem. School Principals	No. of teacher Respondents
Talalora				
	Talalora CES		1	7
	Total		1	7
Tarangnan		1		
	Tarangnan CES		1	10
	Palencia ES		1	2
	Bonga ES		1	1
	Sta. Cruz ES		1	1
	Oeste ES		1	1
	Lacirdone ES		1	1
	Total	1	6	17
Villareal 1				
	Villareal 1 CES		1	7
	Igot ES		1	3
	Mahayag ES		1	1
	Cambaguiao ES		1	1
	Nagcaduha ES		1	1
	Total		5	13
Villareal 11				
	Villareal 11 CES		1	5
	Guintarcan ES		1	2
	Pacao ES		1	1
	Himyangan ES		1	1
	Banguel ES		1	2
	Total		5	11
Wright 1		1		
0	Wright 1 CES		1	8
	Lipata ES		1	1
	Pequit ES		1	1
	Lokilokon ES		1	2
	Binogho ES		1	2
	Total	1	5	14

Districts	Schools	No. of District Supervisor	No. of Public Elem. School Principals	No. of teacher Respondents
Wright 11/San				
Jose de Buan	Wright 11 CES		1	11
	Casandig ES		1	3
	Total		2	14
Zumarraga		1		
	Zumarraga CES		1	10
	Magaan ES		1	1
	Bioso ES		1	1
	Tinaogan ES		1	1
	San Isidro ES		1	1
	Total		5	14
Total = 29	104	17	104	362

A total of 28 DepEd key officials, 104 elementary school principals and 362 elementary school teachers served as respondents.

Additionally, the study was confined to a specific time frame which was school year 2015-2016.

# **Definition of Terms**

The following terms are defined conceptually and operationally to give the readers more clarification and understanding of how these terms were used in the study. Accommodating style. This style of conflict management is unassertive and cooperative – the complete opposite of competing. When accommodating, the individual neglects his own concerns to satisfy the concerns of the other person; there is an element of self – sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer yielding to another's point of view (Thomas, 1992: 265-274). As used in this study, it is a conflict management style where a person shows willingness of one party in a conflict to place the opponent's interests above his or her own; attitudes to accommodate and accept opponent's wishes.

Average monthly family income. It refers to all remuneration received before deduction of the employee contributions and personal income tax which comprises basic wages, overtime pay, commissions, allowances, and bonuses and other sources like business. In this study, it refers to the average of the aggregate income during the month by the father and mother including working children who are still a member of the family.

Avoiding style. This style of conflict management style is unassertive and uncooperative where the person neither pursues his own concerns nor those of the other individual. Thus, he does not deal with the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation (Thomas and Kilmann, 1977:309-325). As used in this study, it refers to a conflict management style where the principals give up their goals and relationships, they stay away

from the issues over which the conflict is taking place and from the persons they are in conflict with.

Collaborating style. This conflict management style is the complete opposite of avoiding. Collaborating involves an attempt to work with others to find some solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of the two individuals. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights or trying to find creative solution to an interpersonal problem (Thomas and Kilmann, 1977: 309 – 325). In this study, this is a conflict management style where principals view conflict as a problem to be solved and to seek solution that achieves both their goals and the goals of the other person.

Competing style. This is a conflict management style where the manager is highly assertive about pursuing his own goals but uncooperative in assisting others to reach theirs. This individual attempts to resolve a struggle by controlling or persuading others in order to achieve his own ends. A competitive style is essentially a win – lose conflict strategy (Thomas and Kilmann, 1977: 309 – 325). In this study, it refers to the principals' way of settling conflict alone by overpowering or intimidating since their goals are highly important to them, and relationships are of minor importance.

<u>Compromising style</u>. This is a conflict management style utilized which is intermediate in both assertiveness and cooperativeness. When compromising,

the objective is to find an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but does not explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle ground position (Thomas and Kilmann, 1977: 309 -325). The same definition is accepted as measured by the research instrument. In this study, this conflict management style seeks a compromise where principals give up part of their goals and persuade the other person in a conflict to give up part of their goals wherein both sides gain something.

<u>Conflict</u>. The term refers to an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources and interference from others in achieving their goals (Wilmont and Hocker, 2001:78). As used in the study, it refers to an interactive process that manifests itself in incompatibility, disagreement, or dissonance between teachers and between principals and teachers.

<u>Conflict management</u>. This involves designing effective strategies to minimize the dysfunctions of conflict and maximize the constructive functions of conflict in order to enhance learning and effectiveness in an organization. (Rahim, 2001:201). As used in this study, it is a philosophy and a set of skills that

assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives in the workplace.

Conflict management styles. This refers to patterned responses, or clusters of behavior, that people use in conflict situations through diverse communication tactics (Thomas and Kilmann, 1977:309 -325). Operationally, it refers to the style of settling conflicts as indicated by the principals' response to a personal conflict management style survey used for the purpose of identifying the predominant style employed by principal.

<u>Conflict settlement</u>. It is a process used by parties in conflict to reach a settlement (Sweeney, 2006: 125). As used in the present study, it is generic term that covers reduction, elimination, and termination of a conflict through negotiation, mediation, peer mediation, collaborative problem solving between conflicting parties.

<u>Family size</u>. It refers to the total number of family members enumerated whose relationship to the household head is a wife, son, daughter, father, mother, son-in-law, daughter-in-law, sister, brother, granddaughter and grandson or other relatives (Family size, n.d.).

<u>Job satisfaction</u>. It refers a pleasurable or positive emotional state resulting from the appraisa1 of one's job or job experiences (Aman, 2006:125). Operationally, it refers to how contented or satisfied a teacher in relations to the indicators under specific areas like work itself, security, salary, work

environment ,supervision and organizational policies and practices as assessed by the teacher themselves.

Key school officials. These are persons who are holding an office or position especially act in a supervisory capacity for an institution or government agency (Keyschoolofficails, n.d.). Operationally, it refers to the Division of Samar, assistant schools division superintendent, chief education supervisors, education program supervisors, and public schools district supervisors.

Management training program. It refers to programs designed for training employees in specific skills (training programs, n.d.). As used in this study, it refer to the management training program designed for elementary school principals on specific skills on conflict resolution and settlement as an outgrowth of this study.

Organization policies and practices. It refers to a course or method of action selected, usually by an organization, institution, university, society, etc., from among alternatives to guide and determine present and future decisions and positions on matters of public interest or social concern (George and Jones, 2012: 146). In this study, it is a set of principles, rules, and guidelines formulated or adopted by an organization like the that serves as guide among its members actions to reach their goals and typically published in a booklet or other form that is widely accessible.

<u>School assignment</u>. It refers to a school task performed by a student to satisfy the teacher (school assignment, n.d.). As used in this study, it refers to the

school location where the key official- principal- and teacher-respondents are assigned categorized as central or barangay.

<u>Salary</u>. It refers to as fixed compensation for services, paid to a person on a regular basis (Salary, n.d.). In this study, it refers to one of the areas by which the teachers assessed their level of job satisfaction by way of their responses to the indicators thereat.

<u>Security</u>. It refers to the state of being free from danger or threat (McShane, 2009:41). In this study, it refers to one of the areas by which the teachers assessed their level of job satisfaction by way of their responses to the indicators thereat.

<u>Supervision</u>. It refers to the action of supervising someone or something (George and Jones, 2012:28). As used in this study, it refers to one of the areas by which the teachers assessed their level of satisfaction by way of their responses to the indicators thereat.

<u>Work environment</u>. It refers to the place of employment of an employee (George and Jones, 2012:120). As used in this study, it refers to one of the areas which the teachers assessed their level of job satisfaction by way of their responses to the indicators thereat.

# Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents concepts and ideas regarding the research problem reviewed from different sources like books, general references, magazines, journals, newspapers, electronic sources, theses and dissertations from the different libraries in order to extract ideas and concepts to give more substance to this particular study. The discussion that follows were found relevant to the present study.

# **Related Literature**

There are some studies that reveal that there is a positive correlation between conflict and employees' job satisfaction (Khen, 2006:256-262). Kurtzberg and Mueller (2005: 230) found a negative relationship between conflict and individual creativity. When people work together then their social interactions are always concerned with task and relationship related issues. Employees that perform better are those that are satisfied with their work. Unresolved conflict makes employees difficult to function effectively.

Conflict is inherent to all social life. It occurs when an individual or a group feels negatively affected by another individual or group (Wallister, 2005:515-558). Huston (2006:200) defined conflict as the internal discord that results from differences in ideas, values or feelings between two or more people.

Humankind has been regulating conflict for centuries. The political treatises of Hobbes, Locke, Rousseau, and Plato dealt largely with the problems of regulating conflict within and between societies. Galtung (2003:64-69) traces the development of institutionalized conflict resolution from the medieval period. The use of oracles, trial by ordeal, regulated warfare, private and judicial duets, and arbitration were prominent technique in that development.

Conflict, like power, is one of those fascinating subjects which had attracted the attention of humankind for centuries. Previously, little attention had been paid to the management of conflict. Instead, scholar and historians have focused most of their attention on the battle while placing little emphasis on the peacekeeping aspects of conflict.

Wehr (2002:8) posits seven different propositions which have emerged from paradigms dealing with conflict. These propositions are as follows: 1) conflict and fighting is innate in all social animals including man; 2) social conflict originates in the nature of certain societies and how they are structured; 3) conflict is an aberration, is dysfunctional process in social systems; 4) conflict occurs because it is functional for social systems; 5) conflict between societies occurs because each, as a nation state, pursues often incompatible national interests, misperception, miscalculation, socialization, and other unconscious processes; 6) conflict is a consequence of poor communications, and 7) conflict is a natural process common to all societies with predictable dynamics and amenable to constructive regulation.

Conflict as a consequence of poor communications, misperception, miscalculation, socialization, and other unconscious processes is strongly supported by the work of Wilmont and Hocker (2005:210). These authors purport that: "We cannot present an objective view of conflict, because you as a communicator are the subject, and your subjective experience creates and reflects the truth of the interaction for you" (p.2). They conclude that personal history, perception, cultural frames, and gender frames all contribute to the reality of one's view of conflict.

Proposition seven proposes that conflict is a natural process common to all societies with predictable dynamics and amenable to constructive regulation. Since school systems are often referred to as a mirror of society it is proposed that schools contain conflict as a natural process and this process has predictable dynamics, that can respond to constructive regulation. This proposition supports the notion that conflict is not evil, but rather a phenomenon which can have constructive or destructive effects depending upon its management (Thomas, 2001:895).

There is one central problem associated with conflict that should not be ignored. Often, it gets badly out of hand. All too often what starts as a rational exchange of opposing views deteriorates into an emotion-laden interchange one in which strong negative feelings (e.g., anger) are aroused. Furthermore, as the process continues, the basic goals of the parties involved may shift from that of

gaining acceptance of their views to merely winning, or even to defeating and humiliating their opponent (Baron, 2011:272-279).

Often, all parties involved in a conflict perceive potential loss. When all of the participants are dissatisfied with the results of a conflict situation, it can be Deutsch (2003:199-209) identifies several considered destructive conflict. characteristics of destructive conflict: 1) escalatory spirals pervade destructive conflict, 2) avoidance patterns reduce the chance for productive conflict, 3) retaliation runs rampant in destructive conflicts, 4) inflexibility and rigidity characterize destructive conflict, 5) a competitive system of dominance and subordination results in destructive conflict, and 6) demeaning and degrading verbal and nonverbal communication results in and reflects destructive conflict practices. The recognition of destructive conflict permeates the communication of the parties involved in conflict. Both verbal and nonverbal communications are key factors in acknowledging and dealing with destructive conflict. A knowledge of the elements of destructive conflict is important for the potential to exist for resolution and management of conflict.

Lippitt (2002:68) described some of the negative outcomes of conflict carried too far. He stated that this kind of conflict: 1) diverts energy from real task; 2) destroys morale; 3) polarizes individuals and groups; 4) deepens differences; 5) obstruct cooperative action; 6) produces irresponsible behavior; 7) creates suspicion and distrust; and 8) decreases productivity. All these proposed negative outcomes can have broad organizational impact.

The Pennsylvania School Boards Association (2001:2) identified four results of destructive cone Pennsylvania School Boards Association (2001:1), conflict is destructive when it: 1) takes attention away from other important activities; 2) undermines morale or self-concept; 3) polarizes people and groups, reducing cooperation; and 4) leads to irresponsible and harmful behavior such as fighting and name-calling.

The importance of well managed conflict is paramount in any organization, including schools. As noted by Burns (2000:120), the potential for conflict permeates the relations of humankind, and that potential is a force for health and growth as well as for destruction.

Conflict is considered a potent force with the ability to do great harm or create great good, depending on its use. Methods of using conflict to create positive outcomes for organization is a critical part of the literature. Conflict situations can be successfully managed through the use of skills and techniques which produce productive results. Whether one sees conflict as destructive or constructive is a function of one's psychological perspective developed through life experiences. Snyder and Ickes (2004:58) noted that there appears to be tendency for a congruence between personal dispositions and situational strategies such that persons with given dispositions tend to seek out types of social situations that fit their dispositions and persons tend to mold their dispositions to fit the situation that they find difficult to leave or alter.

Few would argue the ubiquitous nature of conflict in everyday life. Conflict is natural, inevitable, and a regular part of the communication interaction of human beings. Spring (2003:315) suggested that educational settings are even more conducive to repeated conflict situations based on their inherent political, economic, and social characteristics.

Within the educational setting, conflict management appears to be an area of special concern because of the grassroots political nature of schooling and the apparent lack of conflict management training afforded school personnel (Alanis, 2003:85-87). The demands of producing a successful educational system stem from political pressures on the school from local, state, and federal levels. These pressures, though permeating the entire system, often culminate at the administrative apex of local educational systems – teachers and principals. Conflict between the principal and teachers and among teachers can have profound effects on the functioning of the school system.

Conflict management among principals, school boards, teachers, and the public is an important issue in today's school systems. School principals and teachers are often dealing with conflict situations such as school community relations, allocation of funds, personnel, taxation, travel, supplies, and budgets. Indicative of the ubiquitous nature of conflict management in educational setting. Lippitt (2002:66-74), in a survey sponsored by the American Management Association, found that conflict management in schools commanded nearly 40%

of the attention of school officials as compared to 24% in other management positions surveyed.

A knowledge of the nature of conflict and the factors which control it can lead to helpful intervention techniques for principals. According to Hocker and Wilmont (2005:213), constructive conflict can be recognized by some of the following building blocks: 1) providing flexibility; 2) creating interaction with an intent to learn instead of an intent to protest; 3) not staying stuck in conflict when it is destructive; 4) enhancing self-esteem; 5) not focusing on the individual; and 6) being primarily cooperative.

As Wehr (2002:185) further noted, humankind has been fascinated by conflict for centuries. Propositions concerning this fascination are manifold, including proposed innate competitive behavior by humans. Also, historical literature supports more interest in the actual conflictual situations rather than in the processes that support resolution. Hocker and Wilmot (2005:220) suggest that a high likelihood exists that when people are asked to identify words that describe conflict, most respond with words that have a negative connotation. In general, most literature indicates that conflict generally has a negative connotation.

Having leaders in schools trained in the handling of conflictual situations is an important element for maintaining healthy organizations. Specifically, Argyvis (2007:5) proposed that a reduction in the degree of dependency, subordination and submissiveness experienced on the job would help to alleviate

conflict. He posited that job enlargement and employee-centered (or democratic or participative) leadership can lead to less destructive conflict in organization. But even with more democratic leadership styles emerging. Training of school leaders in methods of handling conflict for constructive results is still recommended by numerous researchers.

Deutsch (2003:50) purported that participants in conflict need skills and orientations similar to those of a skilled mediator. He states that skills involved in establishing a cooperative, problem solving relationship and in developing a creative group process that expands the options available for resolving conflict are needed. He also makes note of the need for the ability to look at conflict from an outside perspective to defuse unproductive or destructive traps.

Hocker and Wilmot's (2005:130) identified three elements that are important to assessing the construction of helpful interventions in conflict management situations. The three were: 1) assessing the workings of the overall system; 2) determining recurring patterns inside the system that are associated with conflict; and 3) identifying individual contributions to the overall system functioning. According to the authors, the third element, identifying individual contributions to the overall functioning, creates the basis for analyzing the conflict management styles of principals and their subordinates' perceptions of how they handle conflict. The individual contributions in handling conflict situations may alternatively lead to conflict being a constructive and destructive event within the work environment and within the community.

Past analysis of conflict management styles has been strongly based on self-perception of one's conflict style (London, 2001:131). Conflict management style, however, is an interpersonal event strongly based on the interaction of communication behaviors. Thus, perceived conflict management styles expressed only by principals are missing the other's perception of how style is perceived.

There are numerous conflict management styles such as passive aggressive style, forcing style, avoiding style, accommodating style, compromising style, and collaborating style (Robinson, 2010:134). Regardless of what style, principals who want to improve relationships are more likely to use conflict styles that are more integrative – taking account of the other's needs as well as one's own.

Understanding conflict management styes and how ther are perceived by others is an extremely critical process to effective and productive communication within organizations. As two key players within the school organization the principal and teachers need to interact effectively. Effective communication and an understanding of conflict related behavior within this group would appear to be critical to successful school organization.

Depending on the attitude and behavior of the principal and teachers, it is possible to be managing a department that has traits of all five conflict management styles (Wallister, 2005:518). Some principals and teachers may avoid conflict all together (uncooperative and unassertive), while others may find

themselves making too many exceptions (cooperative and unassertive). On the complete other end of the spectrum are those employees who constantly feel the need to compete when a conflict arises (assertive and uncooperative). The fourth style is collaborating (assertive and cooperative). Research has shown that this is a successful way to combat conflict and can generally be satisfactory for all parties involved. The fifth style, compromising, serves as a middle ground for both assertiveness and cooperativeness.

Conflict is a normal, and part of any relationships. After all, two people can not be expected to agree on everything at all times. Since conflicts are inevitable, learning to deal with them in a healthy way is crucial. When conflict management styles employed by principals fail, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning the skills needed by principals for successful conflict resolution, they can keep their personal and professional relationships with teachers strong and growing.

Recent literature supports a more balanced view of conflict as having both constructive and destructive elements (Bolman and Deal, 2001:156). Whenever important differences exist between groups, there is a potential for destructive intergroup conflict. Conflict settlement is prescribed not simply as a mechanism for dealing with difficult differences within an existing social system, but also as

an approach that can facilitate constructive social change towards a responsive and equitable system.

If the manager or principal cannot settles conflicts among its members, the performance or job satisfaction of those involved in the conflict will be affected. Conflict is produced due to some interpersonal issues, political norms, values, attitude and personal taste (Aman, 2006:130). People in conflict results to disliking one another and are not focused on their work and may involve in negative emotions and threaten one's self worth and personal identity.

Conflict creates tension among group members that negatively effects on team performance by breaking the professional relations (Horris, 2005:45). If the conflict is continuously occurring in the organization then it creates nervousness, rivalry and stress among the employees, which reduces the job satisfaction and performance of employees in the organization. Conflict adversely affects the performance of teams and it breaks personal and professional relations and also produces tension between team members. Dealing with employee conflict in a timely manner is important to maintaining a healthy work environment. Unresolved conflict creates unfavorable working environment and impact adversely on employees job satisfaction.

Managers should understand the common causes of employee conflicts so that a solution is found before the issues become unmageable. Conflict within an organization can cause members to become frustrated if they feel as if there's no solution in sight, or if they feel that their opinions go unrecognized by

other group members. As a result, members become stressed, which adversely affects their personal and professional lives and causes members to focus less on the project at hand and more on gossiping about conflict or venting about frustrations. Organization members who are increasingly frusrated with conflict may sometimes end their membership.

#### **Related Studies**

The following are relevant studies reviewed by the researcher.

Nuguit (2014) did a study"Conflict Management Styles of Principals and Performance of Elementary Schools in the Department of Education Division of Northern Samar". Based from the study, it was found out that most of the elementary school principals in the Division of Northern Samar were well equipped with the necessary concepts needed in their field particularly when confronted with conflicts. This implied that pursuing graduate and post graduate studies as well as attending to trainings and seminars had made them conversant thus resulted to an over- all commendable performance of the school. Principals used conflict management styles that they believed were suited to the atmosphere and setting of their school and community. This implied that their styles in conflict management had lightened their burdens therefore the performance of the school was not in a risk.

The study of Nuguit and the present study tackled on the conflict management styles of elementary principals which made the two studies similar. The two studies differed in other variables like teachers' level of job satisfaction which was not treated in the study of Nuguit.

Negad (2014) conducted a study on "Educational Philosophy, Supervising Beliefs, Practices and Job Satisfaction of School Heads in Leyte I and II Districts, Division of Leyte". Based from this study, it was found that school heads dispensed their supervisory functions in terms of providing moderate direct personal support, assistance, and structured learning opportunities to teachers. The school heads' level of job satisfaction in Leyte I and II districts, Division of Leyte was "satisfied" in all areas such as security, salary, work environment, supervision/administration, and organizational policies and practices. The results also revealed that there was no significant relationship between the level of job satisfaction and their profile characteristics, educational, philosophy, supervisory beliefs and extent of supervisory practice of the school heads.

It is therefore recommended based from Negad's study that school administrators should provide teachers more guidance through giving them opportunities to observe other classes taught by other teachers and discuss post-observation insights. Encourage school principals in Leyte Division who had not started graduate education to enroll in graduate program. For those who had completed academic requirements in both master's and doctorate programs, be encouraged to finish up to the highest degree. Conduct competency test to school administrators in Leyte Division or identify the areas where the school principals needed help and provided professional competence enhancement seminar-

trainings relevant to administration and supervision. DepEd must improve their approach on the areas of security, salary, work environment, supervision/administration, and organizational policies and practices to school administrators as they signified the importance of the level of job satisfaction to school administrators.

The study of Negad is related to the present study because both dealt on job satisfaction and they differed in respondents because the previous study utilized school heads' while the present study used teachers.

Apela (2014) conducted a study "Level of Job Satisfaction of Criminologist in Teaching Professions and in Law Enforcement Administration" which aimed to know the profile of the respondents in terms of sex, age, civil status, monthly salary income, highest educational attainment, academic rank/ PNP rank, number of dependents, number of years in service, number of trainings / seminars attended related to work, level of job satisfaction of criminologists in the teaching profession, level of job satisfaction of criminologists in law enforcement administration, and level of satisfaction of criminologists in teaching profession. The findings revealed that criminologists in teaching position and law enforcement were both satisfied with their job.

The study of Apela is deemed related to the present study since the two studies delved on the variable job satisfaction of teachers. The two studies differed in other variables like conflict management styles of principals which was not treated in the previous study.

Tancinco (2013) conducted a study entitled "Managing Conflicts in State University of Region VIII." The study revealed that most of the administration respondents were highly skilled in managing conflicts between administrators and teacher, teacher and teacher, teacher and student; and that conflict resolution strategies were utilized to a great extent by a grievance committee. The study further revealed that a significant positive relationship between the management skills and the causes of conflict, conflict resolution strategies used extent of involvement of the grievance committee in conflict resolution and the degree of teamwork / cohesiveness among teachers and administrators.

Basically, the similarity of the above study to the present study revolves around conflicts in school organization. The study of Tancinco differed from the present study in terms of other variables like job satisfaction which was not part of his.

One related study was conducted by Castante (2013) entitled "Conflict Management Styles of Public School Administrators". The study looked into the desirability of the conflict management styles, differences in the desirability and extent of manifestation in the use of conflict management styles, and the difficulties encountered by administrators in solving conflicts in their respective schools. The results revealed that school administrators favored integrating as highly desirable, denying as desirable, while compromising, forcing, and suppressing as moderately desirable. On the other hand, the school administrators showed high manifestation of the use of compromising,

integrating, forcing and suppressing as perceived by teachers. Moreover, the study revealed that significant difference existed between the perceptions of teachers and parents of the manifestation in administrator's use of compromising, integrating, and suppressing. There were no significant differences between their perceptions of the manifestation in the administrators' use of denying and forcing.

Boucher (2013) using a mixed method design examined the conflict management styles of elementary school principals in South Carolina and the relationship of conflict management style and school climate in her study entitled "The Relationship of Principal Conflict Management Style and School Climate". Quantitative data were analyzed using descriptive statistics and the Spearman's rho statistic. Interviews were transcribed and analyzed to provide qualitative data. Principals in the study strongly preferred the Integrating conflict management style. No significant correlation was found to exist between principal conflict management style and school climate indicators. The interviews extended the understanding of principal conflict management practices. Principals linked trust, listening, addressing conflict issues promptly and directly, and self-knowledge to effective conflict management practices.

The study of Boucher is similar to the present study since it also focused on the variable conflict management. The present study differs in some aspects like the research design. The previous study used mixed-method design while the present study is descriptive in nature. Moreover, the instruments used in

identifying the conflict management style in the study of Boucher is the Rahim Organizational Conflict Inventory-II, Form B while the present study used a different instrument.

Another study on job satisfaction among teachers was conducted by Yunzal (2013) entitled "School Culture, Morale and Job Satisfaction of Teachers in Private Sectarian and Non-Sectarian Secondary Schools in Tacloban City." The study found out that the level of job satisfaction of teachers from private sectarian and non-sectarian secondary school was described as "satisfied" along the factors of work environment, supervision/administrators and organizational policiesand "moderately satisfied" in the area of security. It also revealed that the level job satisfaction of teachers was related to school culture along the factors of professional collaboration, affiliative collegiality, and self- determination. Furthermore, it also revealed that there was no significant relationship between the level of job satisfaction of teachers in relation to teacher's profile and school head's profile.

The previous study is similar to the present study since the two studies determined job satisfaction of teachers. The present, however, involved other variables like conflict management styles which was not taken up in the previous study.

Gan (2012) studied "Conflict Management Styles and Personality Types of School Administrators in State Universities in Samar Island". Major findings showed that most of the school administrators perceived themselves together

with the faculty and non-teaching staff as avoiders. School administrators thought that conflict should be avoided in favor of harmony and that conflicts may damage the harmonious relationship of the group. They were afraid that if the conflict continued, someone would get hurt and the relationship would be ruined. Thus avoiders, stay away from the issues over which the conflict is taking place and from the persons they are in conflict with. A significant difference between the perception of the school administrators and the faculty and non-teaching, staff on the school administrators, compromising, accommodating, controlling and collaborating conflict management styles, and it showed that these respondents had varying perceptions over the conflict management styles manifested by school administrators.

The study of Gan pertained to conflict management styles school heads just like the present study which made the two studies related. However, the variable personality types was not treated in the present making the two studies different.

Alcober (2012) did a study "Participatory Decision-Making, Job Satisfaction and Performance of Public Elementary School Teachers". The study revealed that school administrators involved teachers in participatory decision making on matters that involved planning, organizing, communicating, evaluating and resolving conflicts. Because of this action of school administrators, teachers were generally satisfied with their job in terms of the

following dimensions: job security, salary work environment, supervision and organization policies and practices.

The above study was similar to the present study in terms of the variable job satisfaction and in terms of respondents which were elementary school administrators and teachers. They differ, however, in other variables like participatory decision making which was not part of the present study.

Verret (2012) made a study entitled "Factors Affecting University STEM Faculty Job Satisfaction. The purpose of this quantitative study was to examine the job satisfaction of tenured and tenure-track male and female STEM faculty at research institutions in six states. Moreover, the study sought to examine the relationship between STEM faculty job satisfaction and potential explanatory factors: gender, rank, tenure, salary, family status, whether or not there were children living in the home, number of children living in the home, and workfamily conflict. A negative statistically significant relationship existed between work-family conflict and job satisfaction. Faculty who reported lower workconflict reported significantly higher job satisfaction that faculty with high work-In addition, a negative statistically significant relationship family conflict. existed between work interference with family (WIF) and satisfaction. correlation between WIF and job satisfaction showed that as work interference with family increased, job satisfaction decreased. Multiple regression analysis revealed that two factors, work interference with family and family status (married or not married), accounted for 13.60 percent of the variance, which indicated that there were other factors that affected university STEM faculty job satisfaction than the ones that were identified in this study.

The study of Verret is similar to the present study in terms of the variable which is job satisfaction. However, the present study does not only focus on job satisfaction but also on the conflict management styles of principals which is different from the previous study. Another difference between the two studies is the Job Satisfaction Survey used by Verret which is not the same instrument used in this study.

Vestal (2011) did a study entitled" An Investiigation of Preferred Conflict Management Behaviors in Small-School Principals". This quantitative study was conducted to investigate the preferred conflict management behaviors of small-school principals in Texas Education Service Center regions five, six, and seven. The problem facing the small-school principal in conflict management was knowing how and when to behave towards campus teachers in order to further the goals of the school system and satisfy the needs of its teachers. Results indicated that gender could not predict a clear preference for any of the five possible conflict-management behaviors. Thus, the null hypothesis was accepted concerning gender. Also, experience was found to have no significant effect on the prediction of collaborating, avoiding, and accommodating. However, findings revealed that experience had a significant positive relationship to a preference for competing behaviors; and experience also had a significant negative relationship to a preference for compromising behaviors in the group of small-campus principals. Findings indicated that more experience came with an increased preference for competing and a decreased preference for compromising behaviors.

The two studies are related since both studies delved on conflict management practices of principals. The two studies differed in the instrument used to determine the conflict management practices of respondents. The previous study employed the Thomas-Kilmann Instrument while the present study used Conflict Management Style Survey by Scott. Moreover, the analysis of data employed by Vestal was logistical regression analysis while the present study will only employ descriptive and simple inferential statistics like Pearson r, Fisher's t-test and t-test for independent samples.

Bartlett (2009) made an investigation entitled "Conflict Management Styles of Community College Leaders in the Nine Mega States". The study examined the conflict management styles and perceived levels of workplace incivility of community college senior level administrators in the nine megastates. The methodology implemented was a non-experimental survey research design. Findings indicated that community college senior-level administrators prefer the integrating conflict management style. Further, participants reported a perceived low level of workplace incivility. Correlations indicated that as hostility, exclusionary behavior, and overall incivility increased, the integrating

conflict management style decreased. Gender, age, and education level had no significant relationships with any of the five conflict management styles.

The two studies bear similarity in terms of the identification of conflict management of superiors. The differences of the two studies lie on the survey design and respondents. The study of Bartlett collected or gathered the required information through on-line survey while the present study intends to use a paper and pencil questionnaire to the intended respondents.

Ty (2008) conducted a study entitled "Conflict Management Styles of Public Elementary School Heads and Teachers' Morale in the Central Area of the Division of Northern Samar". The researcher found out that public elementary school heads used varying styles of managing conflict with integrating style as the frequently used conflict management style followed by compromising, suppressing, forcing and denying; morale level of public elementary school teachers vary from low to high level; and no significant relationship was found between the conflict management styles of the elementary school heads and the teachers morale.

The study of Ty is very parallel to the present study in as much as aspects of conflict management styles are concerned. However, they differ in terms of other variables like job satisfaction of teachers which was not part of the study of Ty. Another difference is the instrument used in identifying principals' conflict management styles.

A study was conducted by Copley (2008) entitled "Conflict Management Styles: A Predictor of Likability and Perceived Effectiveness Among Subordinates". The purpose of the study was to examine gender differences in supervisor's conflict management styles and to determine how they relate to both effectiveness and likability among their subordinates. Based on the results, it seems that women are discovering greater latitude in choosing strategies which reflect a transformational style of leadership and of which they feel most comfortable. Because the level of experience that each manager holds within the organization studied is not known, it was difficult to determine if these results were based on knowledge and capability of leadership, as was suggested by previous research.

The study of Copley and the present study have similarity in terms of the variable conflict management styles. The difference, however, is on the respondents and research setting. The study of Copley involved employees of a Midwestern hospital while present study will involve principals and teachers of public elementary schools of the Division of Samar.

Javato (2008) made a research entitled "Analysis and Predictors of the Conflict Management Styles of Saint Paul Colleges' (SPC) School Administrators". It was found out that regardless of their management position the SPC school administrators employed the 'avoiding' style in managing conflict. Their least used style was competing style which varied from low use for the middle and first line administrators.

The study of Javato is similar to the present study in dealing with conflict management but it differs in the variables used, the instrument used and the respondents since the former dealt with tertiary teachers while the present is on public elementary school principals and elementary school teachers.

Fleetwood (2007) did a study "The Conflict Management Styles and Strategies of Educational Managers". The purpose of the research was to interview and to observe five designated subjects and analyze their communicative behavior using specific parameters as noted in the previous literature about conflict management. Five secondary school administrators were interviewed and observed by the researcher over a period of more than a year. Their responses to the interview questions served as a guideline to determine personal perceptions of conflict management styles and strategies. Using the interview and observation data, the researcher found evidence to support the theory which states that individuals possess one conflict management style only.

The above study is deemed similar to the present study since it also involved the variable conflict management style. However, the study differed with the present study in terms of research design and other variables. The above study was qualitative in design while the present study if quantitative in nature and also involve another variable which is job satisfaction.

Ejimofor (2007) did a study "Principals' Transformational Leadership Skills and their Teachers' Job Satisfaction in Nigeria". The study investigated the relationship between teachers' perceptions of principals' transformational

leadership skills and teachers' job satisfaction. Participants were 518 secondary school teachers and 48 principals from two large Local Government Areas in Southeastern Nigeria. Multiple linear regression was used to analyze data. It was found out that principals' transformational leadership skills significantly impacted on teachers' job satisfaction. The results revealed that principals who spent more years in the same school perceived their leadership as transformational while principals with less number of years in the same school did not. Principals' years of professional experience and gender did not account for a significant variance in their perceptions of their ability to be transformative in their leadership styles.

In a way, the study of Ejimofor is related to the present study since it also delved on the variable job satisfaction of teachers. The study of Ejomofor correlated teachers' job satisfaction to the leadership styles of principals while the present study correlated teachers' job satisfaction to that of principals' conflict management styles, this is where the difference between the two study lie.

The above mentioned literature and studies provided the researcher with meaningful and substantial background of the problem investigated. These materials served as the source of ideas for the researcher's desire to answer and solve the problem of this study.

## Chapter 3

#### **METHODOLOGY**

This chapter presents the different activities undertaken by the researcher in the conduct of the study.

## Research Design

This study employed descriptive- development research design. Descriptive since the study aimed at identifying the conflict management styles as perceived by principals themselves, teachers' level of job satisfaction, conflicts experienced in school organization as perceived by the key officials- principal-and teacher – respondents and profile variates such as age, sex, civil status, religion, family size, average monthly family income, educational qualifications, in-service trainings attended, administrative/teaching experience, and school assignment. As such, the study employed questionnaire and Personal Conflict Style Survey in data collection.

The study was comparative since the perceptions of key officials - and principal and teacher - respondents regarding the conflicts experienced in school organization were compared. Also differences among the perceptions of the three categories of respondents relative to the problems encountered by principal in conflict management were compared.

The study was a development research since the researcher developed a management training program for elementary school principals on conflict management styles and settling different conflicts.

Correlation design was employed in order to determine the relationship between the conflict management style employed by principals in conflict settlement and the following: key official- principal-respondents'-, teacher-respondents' profile, and level of job satisfaction of teachers.

Descriptive and inferential statistical tools were used in the analysis of data such as frequency count, percentage, mean, weighted mean, Pearson Product Moment Correlation, Kruskall – Wallis test of difference and One Way Analysis of Variance (ANOVA).

## Instrumentation

As mentioned earlier, this study used the conflict management style survey and questionnaire as the main data gathering instrument.

Personal conflict management style survey. This survey instrument by Scott (1990) was used by the researcher to identify the conflict management style employed by principal in conflict settlement. The styles were categorized as competing, compromising, collaborating, avoiding, and accommodating. The survey included 12 situations where each situation has five responses (each response pertains to a particular style) for a total of 60 responses with 12 responses for each style. Each situation is allocated 10 points through the five

responses where points allocation could be one response only, or to two, three, four or all the responses, provided that total for each situation is 10 points. The points allocated to the 12 responses for the five categories of conflict management styles are added. An individual rating sheet is used to plot the preferred responses of the principal. The style with the greatest sum corresponds to one's preferred conflict management style.

Table 2
Individual Rating Sheet (Style For Managing Conflict)

V (Competitive)	W (Compromising)	X (Collaborating)	Y (Avoiding)	Z (Accommodating)
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
TOTAL				

Questionnaire. The questionnaire was of three sets, one for each category of respondents – key officials, principals, and teachers.

The questionnaire for the key officials composed of three parts.

Part I covered the key officials' demographic profile like age, sex, civil status, religion, family size, average monthly family income, educational qualifications, in-service trainings attended, administrative experience conflicts experienced in school organization.

Part 11 solicited the conflicts experienced in school organization. This portion of the questionnaire are stated several conflicts that have been experienced or witnessed in school organization among teachers, between principal and teachers, between principal and parents/community, between teachers and pupils, between teachers and parents / community. Respondents were required to put a check  $(\sqrt{})$  on each conflict experienced or witnessed.

Part 111 identified the problems encountered by principals in conflict management. This part contained 15 indicators to be responded using the scales: 5 for Extremely felt (EF), 4 for Felt (F), 3 for Moderately felt (MF), 2 for Slightly felt (SF), and 1 Not a problem (NP).

For the principal-respondents, the questionnaire was made up of four parts:

Part I dealt with the principals' demographic profile like age, sex, civil status, religion, family size, average monthly family income, educational

qualifications, in-service trainings attended, administrative experience, and school assignment.

Part II contained indicators on conflict experienced by principal-respondents in the school organization. These conflicts maybe among teachers, between principal and teachers, between principal and parents/ community, between teachers and pupils and between teachers and parents/ community. Respondents were required to put a check (/) on each conflict experienced.

Part III was on identifying the conflict management styles of principal-respondents using the instrument of Scott (2010)categorized as competitive, compromising, collaborating, avoiding, and accommodating.

Part IV determined the problems encountered by principal-respondents in conflict management. This part contained 15 indicators to be responded using the scales: 5 for Extremely felt (EF), 4 for Felt (F), 3 for Moderately felt (MF), 2 for Slightly felt (SF), and 1 Not a problem (NP).

For teacher-respondents, the whole questionnaire was composed of four parts.

Part I focused on the teachers' demographic profile like age, sex, civil status, religion, family size, average monthly family income, educational qualifications, in-service trainings attended, teaching experience, and school assignment.

Part II contained indicators on conflict experienced or witnessed by teacher-respondents in the school organization. These conflicts maybe among teachers, between principal and teachers, between principal and parents/community, between teachers and pupils, and between teachers and parents / community. Respondents were required to put a check (/) on each conflict experienced.

Part III determined teacher-respondents' level of job satisfaction along work itself, security, salary, work environment, supervision, and organization policies and practices. Under each category were indicators that were responded using the following scales: 5 - Extremely satisfied (ES), 4 - Satisfied (S), 3 - Moderately satisfied (MS), 2 - Slightly satisfied (SS), and 1 - Not satisfied (NS).

Part IV determined the problems encountered by principals in conflict management as witnessed by the teachers. This part contained 15 indicators that were responded using the scales: 5 for Extremely felt (EF), 4 for Felt (F), 3 for Moderately felt (MF), 2 for Slightly felt (SF), and 1 Not a problem (NP).

#### Validation of the Instrument

The researcher drafted the questionnaire and submitted the same to her adviser for comments and suggestions. The modified questionnaire was based on her adviser's comment and suggestions for content validation. After the adviser corrected the questionnaire, the researcher revised and subjected them for expert validation through the members of the panel or oral examiners, who are also professors of Samar State University and knowledgeable in doing

researches. Since the questionnaire adopted the Personal Conflict Management Questionnaire which was a standard instrument, it only underwent content validation. During the pre – oral defense, comments and suggestions of the panel of oral examiners or board of examiners were reflected in the revised copy.

To ascertain the reliability of the instrument, the researcher subjected the revised copy for pilot testing using test – retest method. The questionnaires were pilot tested twice to a group of validators from Catbalogan City Division among five education program supervisors, five district supervisors, ten elementary school principals and ten elementary teachers from BLISS Community School, District of Catbalogan City. The first administration was done December 14, 2015 in the morning and the second test administration to the same set of respondents in the afternoon of December 18, 2015. The results of the pilot tests were tabulated, categorized and analyzed using Product Moment Correlation Coefficient to determine the relationship between responses and to check if the questionnaire was reliable or not. The computed r – value represented the reliability coefficient that was interpreted based on the table of reliability provided below (Goodwin, 2010: 147)

Reliability	Degree of Reliability
0.95 – 0.99	Very high, rarely found among teacher- made test
0.90 - 0.94	High, equaled by few test
0.80 - 0.89	Fairly high, adequate for individual measurement
0.70 - 0.79	Rather low, adequate for group measurement but not
	very satisfactory for individual measurements.
Below 0.70	Low, entirely inadequate for individual measurement although useful for group average and school survey.

It was noted and found out from Goodwin's Table of Reliability that the instruments used were reliable. For key official – respondents a reliability coefficient of 0.967 or 97 percent was obtained indicating a very high reliability, rarely found among teacher made test. For principal – respondents it was 0.8465 or 85 percent indicating a fairly high adequate for group measurements, while the instrument for teacher – respondents, had a r of 0.949 or 95 percent, denoting very high reliability, rarely found among teacher –made test.

## **Sampling Procedure**

The respondents of this study were the key officials of DepEd Samar Division, elementary school principals and teachers in the public elementary schools of the Division of Samar during school year 2015-2016. Total enumeration was employed for both key officials and principals as reflected in Table 3.

The key officials were one Assistant Schools Division Superintendent, two Division Chiefs representing (Curriculum and Implementation Division (CID), and School Governance and Operations Division (SGOD), 11 Education Program Supervisors representing MAPEH, Kindergarten, and SPED, Filipino, K-12 Curriculum, Mathematics, English, Industrial Arts and Physical Facilities, Science, Technology & Livelihood Education, Alternative Learning System &

Table 3
Sampling Frame of the Study

Division Off	ice		Key Officials	No. of	No. of	
Position	Key Officials	Districts	District Supervisors	Principals	Teachers	n
Asst. Schools Division		Almagro	1	2	77	9
Superintendent		Basey I	1	7	158	20
	1	Basey II	1	5	152	18
Chief Supervisors		Calbiga	1	3	141	16
		Daram I	1	3	137	16
Curriculum and		Daram II	1	3	135	15
In a lam antation		Gandara I		5	117	14
Implementation		Gandara			2.42	1.0
Division (CID)	1	11/Matuguinao	1	3	141	16
> School		Hinabangan	1	3	96	11
governance and		Jiabong	1	4	112	13
Operation		Marabut		4	86	10
(SGOD)		Motiong		2	119	14
	1	Pagsanghan	1	1	58	7
		Pinabacdao	1	4	111	12
Education Program		San Jorge		4	120	13
Supervisors (CID)		San Sebastian		0	58	7
		Sta. Margarita I	1	5	106	11
	7	Sta. Margarita II	1	5	86	10
		Sta. Rita I	1	3	97	11
		Sta. Rita II		4	115	13
		Sto. Nino		4	83	9
		Tagapul-an	1	1	63	7
		Talalora		1	62	7
Education		Tarangnan	1	6	151	17
Program Supervisors		Villareal I		5	114	13
(SGOD)		Villareal II		5	95	11
,	1	Wright I	1	5	123	14
		Wright II /		2	122	14
		San Jose de Buan Zumarraga	1	5	127	14
TOTAL	11	29	17	104	3,162	362

Alternative Delivery Mode, Araling Panlipunan, Learning Resource Management and Program and Projects and 17 Public Schools District Supervisors. There were 28 key officials and 104 principals who served as respondents in this study.

On the other hand, the sample size of teachers was determined by applying Sloven's formula given below to the population of 3,162 elementary teachers of the Division of Samar as reflected in Table 1 also.

$$n = \frac{N}{1 + Ne^2}$$

Where: n = refers to the sample size

N = refers to the total population of elementary teachers

1 = refers to a constant value

e = refers to the margin of error at 0.05

Once the sample size had been fixed, stratified random sampling was used to determine the teacher-respondents of the study by district. There were 362 teachers who were sampled for the study.

## **Data Gathering Procedure**

The researcher secured a letter of approval from the Schools Division Superintendent of the Division of Samar to conduct this study and field the questionnaires to the identified respondents particularly to the assistant schools division superintendent, chief supervisors and education program supervisors.

The approved permit from the Schools Division Superintendent was used to request permission from the district supervisors and elementary school principals of the different schools who were involved in this study. The permission from the district supervisors and elementary school principals of the schools was also sought before the questionnaires were distributed to the target

teacher - respondents. The researcher requested assistance from her principal-friends and classmates in the doctoral program for the easy access and fast distribution of the questionnaires for the DepEd key officials from the Division Office as well as for the district supervisors; while for the elementary school principal – and teacher- respondents, the researcher personally distributed the questionnaires to concerned respondents to achieve 100% retrieval in addition to the help from fellow principals. The data gathering collection was done from December 28, 2015 to January, 2016.

The data contained in the survey instruments were tabulated and were feed to a computer for machine processing using Microsoft EXCEL.

## Statistical Treatment of Data

The researcher gathered the data using the different instruments discussed under instrumentation. The data gathered and obtained from the respondents, were tallied, organized and analyzed. All inferential statistical tests applied the two tailed test at 0.01 and 0.05 significance level using the SPSS Version 21. The following were statistical tools applied in analyzing the data;

<u>Frequency count and percentage</u>. This was used to present the profile such as age, sex, civil status, religion, family size, average monthly family income, educational qualifications, in-service trainings attended, administrative /teaching experience, and school assignment.

Mean. This was employed to calculate the averages where the measure is applicable like age, average monthly family income, in-service trainings attended and years of administrative/teaching experience.

<u>Pearson Product Moment Correlation (Pearson r)</u>. This was used to determine relationships between the conflict management style employed by principals in conflict settlement and the following: principal-respondents' profile, teacher-respondents' profile, and level of job satisfaction of teachers, respectively.

<u>Kruskall - Wallis test</u>. This statistical tool was employed to determine significant differences among the perceptions of the three categories of respondents relative to the conflicts experienced in school organization.

One Way Analysis of Variance (ANOVA). This statistical tool was employed to determine significant differences among the three groups of respondents relative to the problems encountered by principals in conflict settlement and the extent to which they were felt.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPETATION OF DATA

This section presents, analyzes and interprets the findings in this study. It includes among others the following: profile of the key official-, principal- and teacher-respondents; conflicts experienced in school organizations; comparison of perceptions of respondents relative to the conflicts experienced in school organizations; conflict management styles employed by principals in conflict settlements; level of job satisfaction of teachers; relationship between conflict management styles and identified variates; problems encountered by principals in conflict settlement and the extent to which they are felt; and comparison of perceptions of respondents relative to problems encountered and the extent to which they are felt.

# <u>Profile of Key Official-, Principal- and Teacher-Respondents</u>

Tables 1-12 reflect the profile of the key official -, principal -, and teacher-respondents with respect to their age, sex, civil status, religion, family size, average monthly family income, educational qualification, in-service trainings attended, administrative/teaching experience and school assignment.

Age and sex. Table 4 has the age and sex profile of the three categories of respondents.

Table 4

Age and Sex of the Key Official-, Principal- and Teacher-Respondents

Age (in years)	Ma	le	Fem	ale	Total	Percent
	f	Percent	f	Percent	10(41	- CICCIII
Key Official						
63 - 65	0	0.00	1	6.25	1	3.57
60 - 62	1	8.33	2	12.50	3	10.71
57 - 59	3	25.00	1	6.25	4	14.29
54 - 56	0	0.00	0	0.00	0	0.00
51 - 53	0	0.00	2	12.50	2	7.14
48 - 50	0	0.00	2	12.50	2	7.14
45 – 47	2	16.67	4	25.00	6	21.43
42 - 44	2	16.67	0	0.00	2	7.14
39 - 41	2	16.67	0	0.00	2	7.14
> 39	0	0.00	1	6.25	1	3.57
Not Specified	2	16.67	3	18.75	5	17.86
Total	12	100.00	16	100.00	28	100.00
Percent	42.86		57.14	-	100.00	-
Mean	49.60 yrs	-	50.23 yrs	-	49.96 yrs	-
SD	8.45 yrs	-	9.29 yrs	-	8.74 yrs	-
Principal						
63 - 65	1	4.35	2	2.47	3	2.88
60 - 62	2	8.70	9	11.11	11	10.58
57 - 59	0	0.00	2	2.47	2	1.92
54 - 56	1	4.35	7	8.64	8	7.69
51 - 53	3	13.04	7	8.64	10	9.62
48 - 50	3	13.04	19	23.46	22	21.15
45 - 47	5	21.74	14	17.28	19	18.27
42 - 44	3	13.04	12	14.81	15	14.42
39 - 41	3	13.04	3	3.70	6	5.77
> 39	0	0.00	4	4.94	4	3.85
Not Specified	2	8.70	2	2.47	4	3.85
Total	23	100.00	81	100.00	104	100.00
Percent	22.12	-	77.88	-	100.00	
Mean	48.68 yrs	-	49.37 yrs	-	49.22 yrs	-
SD	6.81 yrs		6.84 yrs	-	6.80 yrs	-
Teacher						
61 - 65	0	0.00	5	1.64	5	1.38
56 - 60	2	3.45	19	6.25	21	5.80
51 - 55	6	10.34	34	11.18	40	11.05
46 - 50	4	6.90	41	13.49	45	12.43
41 - 45	5	8.62	53	17.43	58	16.02
36 - 40	6	10.34	44	14.47	50	13.81
31 - 35	13	22.41	46	15.13	59	16.30
26 - 30	6	10.34	26	8.55	32	8.84
21 - 25	4	6.90	14	4.61	18	4.97
Not Specified	12	20.69	22	7.24	34	9.39
Total	58	100.00	304	100.00	362	100.00
Percent	16.02		83.98	-	100.00	-
Mean	37.80 yrs		41.32 yrs	74H-	40.83 yrs	-
SD	9.79 yrs		9.71 yrs	_	9.78 yrs	-

Among the key officials, six or 21.43 percent fell between the age range 45-47 years; four or 14. 27 percent were between 57-59 years, followed by three or 10.17 percent falling between 60-62 years and the rest were thinly distributed in the other age brackets. Five or 17.86 percent did not specify their ages. The average age of the group was 49.96 years with a standard deviation of 8.74 years. The key officials were in their late forties and were holding key positions in DepEd.

In terms of sex, of the 28 key officials, 12 or 42.86 percent were males and 16 or 57.14 percent were females. It can be noted that more females occupy administrative positions than males which is a departure from observations in most agencies that male administrator dominate this positions. In DepEd, more females pursue higher education than males which is a basic qualification in promotion aside from the fact that female teachers dominate this profession.

Among the principals, out of 104 respondents, 22 or 21.15 percent were between 48-50 years old; 19 or 18.24 percent belonged to 45-47 age group; 15 or 14.42 percent fell between 42-44 age range and the rest were distributed in the other age brackets. Three or 2.88 percent were in their retirable age, 63-65 years. Four or 3.85 percent were below 39 years old, the younger group among the principals. The mean age registered at 46.22 years with a SD of 6.80 years. The principals were in their late forties, just as old as the key official-respondents and were occupying high positions in the DepEd hierarchy. The introduction of the new curriculum, the K to 12 and the rationalization plan provided more new

items thereby increasing more opportunities for promotion of qualified personnel.

The principals' sex profile showed that 81 or 77.88 percent were females and merely 23 or 22.12 percent were males. This disparity is due to the dominance of the female teachers in the profession which follows that the probability of promotion is high among them.

There were 362 teacher-respondents. Of this number, 59 or 16.30 percent were between 31-35 years old; 58 or 16.02 percent fell in the 41-45 age bracket; 50 or 13.81 percent were between 36-40 years old. The rest were distributed in the other age ranges. Five or 1.38 percent were in their retirable years, 61-65 years and the youngest group numbered to 18 or 4.97 percent belonging to 21-25 age group. Taken as a whole, the mean age of the teachers posted at 40.83 years with a SD of 9.78 years. The group was in their early forties and were in their prime and active years.

The female group dominated the teacher-respondents comprising 304 or 83.98 percent as against the male group numbering 58 only or 16.02 percent. It can be observed that through the years, still more females go into the teaching profession even if opportunities for advancement like salary increase, promotion chances, etc. have improved considerably due to salary standardization and rationalization plan.

<u>Civil status.</u> The civil status profile of the respondents are presented in Table 5. categorized as single, married, widow/er and separated.

Table 5

Civil Status of the Key Official-, Principal- and TeacherRespondents

		КО		rincipal	Teachers		
Civil Status	f	Percent	f	Percent	f	Percent	
Single	3	10.71	12	11.54	44	12.15	
Married	21	75.00	86	82.69	293	80.94	
Widow(er)	0	0.00	2	1.92	6	1.66	
Separated	0	0.00	1	0.96	0	0.00	
Not Specified	4	14.29	3	2.88	19	5.25	
Total	28	100.00	104	100.00	362	100.00	

Among the 28 key officials, 21 or 75 percent were married; three or 10.71 percent were single; and four or 14.29 percent did not specify their civil status.

In the principal group, out of 104.86 or 82. 69 percent were married, 12 or 11.54 were single, two or 1.92 were widows/widowers and one or 0.96 percent was separated. However, three or 2.88 percent did not specify their civil status.

In the teachers group, 293 or 80.94 percent were married, 44 or 12.15 percent were single, six or 1.66 percent were widows/ers and 19 or 5.25 percent did not specify.

In all three categories of respondents, majority were predominantly married followed by negligible number of singles, widows/ers and separated, obviously because their age profile is of marriageable age.

Religion. Table 6 shows the profile of the respondents as to their religion.

Table 6

Religion of the Key Official-, Principal- and Teacher-Respondents

Religion		КО	Princi	Teachers		
	f	Percent	f	Percent	f	Percent
Roman Catholic	25	89.29	97	93.27	326	90.06
Protestant	1	3.57	3	2.88	6	1.66
Bible Baptist	0	0.00	1	0.96	6	1.66
Seventh Day Adventist	0	0.00	0	0.00	2	0.55
Iglesia Ni Kristo	0	0.00	0	0.00	2	0.55
Jehovah's Witness	0	0.00	1	0.96	0	0.00
Others:						
Latter-day Saints (LDS)	0	0.00	1	0.96	1	0.28
Born Again Christian	0	0.00	1	0.96	3	0.83
Iglesia Filipina	0	0.00	0	0.00	1	0.28
Independiente (IFI)		0.00		0.00		0.00
Aglipay	0	0.00	0	0.00	1	0.28
International Church	0	0.00	0	0.00	1	0.28
Family Network (ICFN)						12 ABS 1 6
End Time Message Believer	0	0.00	0	0.00	1	0.28
Church of God Int'l	0	0.00	0	0.00	1	0.28
Not Specified	2	7.14	0	0.00	11	3.04
Total	28	100.00	104	100.00	362	100.00

In all three groups of respondents, Roman Catholic was the dominant religion with the following data: key officials with 25 or 89.29 percent, principals with 97 or 93.27 percent and teachers with 326 or 90.06. This is followed by very few number of Protestants, Bible Baptist, Jehovah's Witness, Latter –day Saints (LDS), Born Again Christian, Seventh Day Adventists, Iglesia ni Cristo, Iglesia Filipina Independiente (IFL), Aglipay, International Church Family Network

(ICFN), End Time Message and Church of God. This is due to the fact that the Philippines is the only highly Christianized country in Southeast Asia and majority are Roman Catholic.

<u>Family size.</u> With respect to family size of each group of respondents, Table 7 has the information.

Table 7

Family Size of the Key Official-, Principal- and Teacher-Respondents

F '1 C'		КО	P	rincipal	T	eachers	
Family Size	f	Percent	f	Percent	f	Percent	
11 - 12	0	0.00	0	0.00	5	1.38	
9 - 10	0	0.00	2	1.92	14	3.87	
7 - 8	1	3.57	5	4.81	40	11.05	
5 - 6	9	32.14	45	43.27	113	31.22	
3 - 4	10	35.71	29	27.88	125	34.53	
1 - 2	5	17.86	23	22.12	23	6.35	
Not Specified	3	10.71	0	0.00	42	11.60	
Total	28	100.00	104	100.00	362	100.00	
Mean	4 1	4 members		4 members		5 members	
SD	2	2 member		1 member		2 members	

The key official-respondents had an average number of four members with a SD of two members broken as follows: 10 or 35.71 percent had 3-4 members; nine or 32.14 percent had 5-6 members. There was one key official or 3.57 percent who had 7-8 members.

The average family size of the principals was pegged at four members with a SD of one member with the following distribution: 45 or 43.27 percent had

5-6 members, 29 or 27.88 percent with 3-4 members and 23 o 22.12 percent with 1-2 members. Two principals or 1.92 percent had a family size of 7-8 members.

As with the teacher-respondents, 125 or 34.22 percent had a family size of 3-4 members, 113 or 31-22 percent with 5-6 members, 40 o 11.05 percent had 7-8 percent. Very notable were teachers with family sizes of 9-10 members numbering 14 or 3.87 percent and five teachers or 1.38 percent with a family size of 11-12 members. The average family size of teachers posted at five members with a SD of two members.

Compared to the last household census (NSO, 2014), the present-day family size of professional like DepEd personnel, registered a 4.6 family size. This findings bears implications on expenditures along education, food, clothing, lifestyle, shelter and others.

Average monthly family income. Table 8 presents the average monthly family income of the three categories of respondents. The amount is the average of the aggregate income of all members in the family during the month.

The key officials had an average monthly family income of PhP52,264.15 with a SD of PhP19,701.69 broken as follows: six or 21.43 percent earned between PhP 39,000.00 – P45,000.00; four or 14.29 percent had an income of PhP25,000 – PhP31,000 and the rest were thinly distributed in the other income brackets. One or 3.57 percent key official earned between PhP 88,000 - PhP94,999, so far the highest average family monthly income in the group. However, 10 or 35.71 percent did not specify their income.

Table 8

Average Monthly Family Income of the Key Official-, Principaland Teacher-Respondents

Income (in	КО		Princip	al	Teache	rs
Php)	f	Percent	f	Percent	f	Percent
≥ 95,000	0	0.00	1	0.96	2	0.55
88,000 - 94,999	1	3.57	1	0.96	0	0.00
81,000 - 87,999	0	0.00	1	0.96	1	0.28
74,000 - 80,999	1	3.57	4	3.85	1	0.28
67,000 - 73,999	1	3.57	2	1.92	2	0.55
60,000 - 66,999	2	7.14	3	2.88	1	0.28
53,000 - 59,999	2	7.14	9	8.65	4	1.10
46,000 - 52,999	1	3.57	7	6.73	9	2.49
39,000 - 45,999	6	21.43	15	14.42	5	1.38
32,000 - 38,999	0	0.00	25	24.04	17	4.70
25,000 - 31,999	4	14.29	5	4.81	61	16.85
18,000 - 24,999	0	0.00	3	2.88	221	61.05
Not Specified	10	35.71	28	26.92	38	10.50
Total	28	100.00	104	100.00	362	100.00
Mean	Php52,264.15	-	Php49,861.82		Php28,457.07	-
SD	Php19,701.69	=	Php43,764.16	-	Php16,986.48	-

The principals posted an average monthly family income of PhP49,861.82 with a SD of PhP43,764.16 with the following distribution. 25 or 24.04 percent had income between PhP32,000 – PhP38,999; 15 or 14.42 percent earned between PhP39,000 – PhP45,999 and nine or 8.65 percent registered an income of PhP53,000 – PhP59,999. The highest earning principal had an income of more or less PhP88,000 – PhP94,999, while the three lowest earning principals had a monthly income of PhP18,000 – PhP24,999. However, 28 or 26.92 percent did not indicate their family monthly income.

The teachers group posted an average monthly family income of PhP28,457.07 with a SD of P16, 986.48 with 221 or 61.05 percent receiving a

family income between PhP18,000 – PhP24,999; 61 or 16.85 percent having a family income between PhP25,000 –PhP31,999 and 17 or 4.70 percent with income between PhP32,000 – PhP38,999. The rest of the respondents were distributed in the other income ranges. As can be noted, two teachers or 0.55 percent registered the highest monthly family income of more or less PhP45,000.

Except for the teachers, the key official and principal respondents had adequate average monthly family income, well above or higher than the poverty threshold of Samar Province which is PhP8,391 based from the latest poverty released by the Philippine Statistics Authority using income data from the first and second visit of the Family Income and Expenditure Survey (FIES) conducted in July 2015 and January 2016 respectively. This indicated that the two respondents can well – provide their families with their needs. The average monthly family income of teachers is also a little higher than the poverty threshold and is also over and beyond what an average family size of 5 members spends which is PhP8,391 (PSA, 2016).

<u>Educational qualification</u>. The educational qualification profile of the three categories of respondents is depicted in Table 9.

In key officials group, there were eight or 28. 57 percent each who had CAR in Ph.D./Ed.D and Ph.D./Ed.D. units respectively; six or 21.43 percent who attained Ph.D. degree; four or 14.29 percent had Master's degree and one or 3.57 percent each had acquired CAR in M.A and M.A units, respectively.

The principals group had 33 or 31.73 percent who had CAR in M.A; 18 or 17.31 percent with Ph.D./Ed.D. units; 17 or 16.35 percent each with Master's degree and M.A units, respectively; nine or 8.65 percent each with doctor's degree and CAR in Ph.D./Ed.D., respectively.

Table 9

Educational Qualification of the Key Official-, Principaland Teacher-Respondents

Educational Qualification		KO	Pr	incipal	Teachers	
Educational Qualification	F	Percent	f	Percent	f	Percent
Ph.D. Degree/ Ed.D.	6	21.43	9	8.65	3	0.83
CAR in Ph. D./Ed.D.	8	28.57	9	8.65	1	0.28
Ph. D./ Ed.D. Units	8	28.57	18	17.31	2	0.55
MA/MS/MAT/MAED Degree	4	14.29	17	16.35	38	10.50
CAR in MA/MS/MAT/MAEd	1	3.57	33	31.73	122	33.70
MA/MS/MAT/MAED Units	1	3.57	17	16.35	131	36.19
Baccalaureate Degree	0	0.00	0	0.00	40	11.05
Not Specified	0	0.00	1	0.96	25	6.91
Total	28	100.00	104	100.00	362	100.00

Among the teachers, 131 or 36.19 percent had earned MA units; 122 or 33.70 percent had CAR in M.A; 38 or 10.50 percent with Master's degree and 40 or 11.05 had still a baccalaureate degree. Notable were three teachers or 0.83 percent who obtained a Doctor's degree. However, 25 or 6.91 percent did not specify their educational qualification.

The three categories of respondents were qualified in their respective positions at the time of the study and others even excelled the basic educational qualification of their positions. The exodus of those pursuing advance education

is increasing due to requirements of new positions created in the rationalization plan. The standardization of salaries motivates educators to be competitive with others as salaries of personnel occupying key positions are relatively higher.

<u>In-service trainings attended</u>. Table 10 reflects the INSET profile attended by key officials, principals and teachers in terms of number of hours.

Among key officials, 17 or 60.71 percent had attended in all three levels of training; national, regional and division. The average number of hours attended at the national level was 89.67 hours with a SD of 119.24 hours, approximately, 11 days training. At the regional level, the same number of key officials had an average of 121.06 training hours with an SD of 125.24 hours or approximately 15 days training. At the division level, the same number of key officials had attended trainings at an average of 119.36 hours with a SD of 140.82 hours, approximately 15 days training. In terms of duration, the key officials had more trainings at the regional and division levels. This is so because national level trainings are trainers' training and attendance was limited to prospective trainers at the regional and division level training aside from the financial burden of the participant.

The principal respondents registered average training hours as follows: national level with 46.23 hours with a SD of 62.31 hours equivalent to approximately six days and were attended by 39 principals of 37.50 percent; regional level with 67.11 hours with an SD of 40.44 hours equivalent to

Table 10

Number of Hours of INSET Attended by the Key Official-,
Principal- and Teacher-Respondents

Number of	KC	)	Princ	ipal	Teacl	hers
Hours	f	Percent	f	Percent	f	Percent
National						
> 95	4	14.29	2	1.92	0	0.00
88 - 95	0	0.00	0	0.00	0	0.00
80 - 87	1	3.57	1	0.96	0	0.00
72 - 79	2	7.14	0	0.00	0	0.00
64 - 71	0	0.00	0	0.00	1	0.28
56 - 63	0	0.00	4	3.85	5	1.38
48 - 55	0	0.00	1	0.96	3	0.83
40 - 47	2	7.14	9	8.65	4	1.10
32 - 39	1	3.57	4	3.85	1	0.28
24 - 31	7	25.00	18	17.31	29	8.01
Mean	89.67 hrs	-	46.23 hrs	-	30.80 hrs	
SD	119.24 hrs	=	62.31 hrs	_	15.19 hrs	-
Regional						
> 95	7	25.00	7	6.73	5	1.38
88 - 95	0	0.00	2	1.92	0	0.00
80 - 87	5	17.86	43	41.35	16	4.42
72 - 79	1	3.57	0	0.00	2	0.55
64 - 71	0	0.00	1	0.96	1	0.28
56 - 63	0	0.00	0	0.00	0	0.00
48 - 55	1	3.57	3	2.88	4	1.10
40 - 47	0	0.00	4	3.85	4	1.10
32 - 39	0	0.00	5	4.81	13	3.59
24 - 31	2	7.14	11	10.58	5	1.38
< 24	1	3.57	8	7.69	27	7.46
Mean	121.06 hrs	-	67.11 hrs	-	54.13 hrs	
SD	125.24 hrs	-	40.44 hrs	-	51.92 hrs	
Division						
> 95	8	28.57	26	25.00	17	4.70
88 - 95	0	0.00	5	4.81	0	0.00
80 - 87	0	0.00	10	9.62	24	6.63
72 - 79	1	3.57	15	14.42	11	3.04
64 - 71	0	0.00	5	4.81	4	1.10
56 - 63	0	0.00	3	2.88	1	0.28
48 - 55	2	7.14	5	4.81	21	5.80
40 - 47	0	0.00	4	3.85	21	5.80
32 - 39	0	0.00	0	0.00	21	5.80
24 - 31	4	14.29	7	6.73	45	12.43
< 24	2	7.14	1	0.96	13	3.59
Mean	119.36 hrs	-	93.30 hrs	-	53.28 hrs	-
SD	140.82 hrs	-	9.20 hrs	_	4.92 hrs	_

approximately eight days training attended by 84 principals or 80.77 percent; and division level with 93.30 hours a SD of 9.20 hours equivalent to approximately 12 days training attended by 88 principals or 84.62 percent. It can be observed that the principals attended more trainings at the division level than that of the national and regional level in terms of number involved, hours duration and number of days. At this level, principals find it convenient to attend for the following reasons: lesser financial requirement, lesser number of days being away from home and school and regulation imposed by higher authorities on who will attend.

The teacher-respondents had the following average training hours in attending INSETs: national level with 30.80 hours with a SD of 15.19 days equivalent to approximately four days training attended by 43 teachers o 12.87 percent; regional level with 54.13 hours with a SD of 51.92 hours equivalent to approximately seven days training attended by 77 teachers or 21. 27 percent; and at the division level with 53.28 hours with a SD of 4.92 hours equivalent to approximately seven days training attended by 178 teachers or 49.17 percent. The teachers attended INSETs mostly at the division level followed by INSETs held at the regional level with seven-day duration. Percentage-wise not half of the teacher-respondents had attended INSETs not even at the division level.

In summary, a certain percentage of respondents from each category had the chance to attend INSETs at the national, regional and division level. Except for the teachers, the other groups of respondents, the key officials and principals had better opportunities in attending INSETs at the different levels. However, no mention was made on what specific topics or areas were those.

Administrative/Teaching experience. The experience profile of the respondents are presented in Table 11.

Table 11

Number of Years of Administrative/Teaching Experience of the Key Official-, Principal- and Teacher-Respondents

Administrative/	K	)	Prin	cipal	Teacl	hers
Teaching Experience (in years)	f	Percent	f	Percent	f	Percent
37 - 40	0	0.00	1	0.96	1	0.28
33 - 36	0	0.00	0	0.00	5	1.38
29 - 32	0	0.00	0	0.00	20	5.52
25 - 28	2	7.14	3	2.88	24	6.63
21 - 24	0	0.00	3	2.88	51	14.09
17 - 20	3	10.71	2	1.92	47	12.98
13 - 16	3	10.71	12	11.54	44	12.15
9 - 12	6	21.43	26	25.00	61	16.85
5 - 8	7	25.00	43	41.35	64	17.68
1 - 4	1	3.57	13	12.50	30	8.29
< 1	0	0.00	0	0.00	8	2.21
Not Specified	6	21.43	1	0.96	7	1.93
Total	28	100.00	104	100.00	362	100.00
Mean	12.45 yrs	-	9.98 yrs	-	14.93 yrs	-
SD	6.80 yrs		5.95 yrs	-	8.61 yrs	

Among the key officials, seven on 25.00 percent had administrative experience of 5-8 years; six or 21,43 percent had 9-12 administrative experience; and another six or 21.43 percent did not specify their experience. Notable are two key official or 7.14 percent who had 25-28 years of administrative experience and

one or 3.57 percent with 1-4 years of administrative experience. This group had a mean of 12.45 years of administrative experience with a SD of 6.80 years.

In the principals group, 43 or 41.35 percent had already 5-8 years of administrative experience; 43 or 41.35 percent with 9-12 years; 13 or 12.50 percent had 1-4 years of administrative experience; and 12 or 11.54 percent had 13-16 years. Noteworthy is one principal or 0.96 percent who had administrative experience of 37-40 years. This group of principals had mean administrative experience of 9.98 years with a SD of 5.95 years.

Among the teachers, 64 or 17.68 percent had 5-8 years teaching experience; 61 0r 16.85 percent had 9-12 years; 51 or 14.09 had 21-24 years of teaching; 47 or 12-98 percent had 17-20 years; 44 or 12-15 percent had 13-16 years of teaching experience and the rest were distributed in the other experience brackets. Six or 1.66 belong to 36-40 years' experience brackets and eight or 2.21 present had less than one year in terms of teaching experience. The group had mean experience of 14.93 years of teaching with a SD of 8.61 years.

It can be observed that the three categories of respondents were experienced in their present positions in relation to their age profile.

Oualification-wise they were promoted at a relatively young age.

<u>School assignment.</u> Table 12 shows the assignment of the key official -, principal - and teacher-respondents categorized as division office/central and barangay.

The key officials had the following school assignments: nine or 32.14 percent were assigned in the division office and these are the education program supervisors and education program specialists; 18 or 64.19 percent were assigned in barangays and these were the then school district supervisors with special supervisory assignments in barangays.

Table 12

School Assignment of the Key Official-, Principal- and
Teacher-Respondents

Calcal Cataman		KO	Pı	rincipal	Teachers		
School Category	f	Percent	f	Percent	f	Percent	
Central School		0.00	29	27.88	75	20.72	
Barangay School		0.00	71	68.27	238	65.75	
Not Specified		0.00	4	3.85	49	13.54	
Total		0.00	104	100.00	362	100.00	

Among the principals, of the 104 principals, 29 or 27.88 percent were assigned in central schools and 71 or 68.27 were in barangay schools. Four or 3.85 percent, however, did not specify their assignment.

Of the 362 teacher-respondents, 238 or 65.75 present were assigned in barangay schools; 75 or 20.72 percent were assigned in central schools; but 49 or 13.53 percent did not specify their assignments.

In most cases, more key officials, principals and teachers were assigned in barangay schools than those assigned in the central schools. Only key officials like assistant school division superintendent, chief supervisors, and program

supervisors are assigned in the central school, in this case division office; other key officials like the district supervisors are still assigned to barangays.

# Conflicts Experienced in School Organizations

The study delved into the conflicts in school organizations as perceived by the key official -, principal - and teacher - respondents. These were categorized into conflicts: between and among teachers; between the principal and teachers; between principal and parents/community; between teachers and pupils; and between teachers and parents/community. Tables 10-14 summarize the data.

Among teachers. Table 13 shows the conflicts experienced among teachers in schools as perceived by the key officials, principals and teachers themselves.

The key officials considered the following conflicts as their top in the list:

1) promotion in position as rank 1; 2) professional jealousy as rank 2.5; 3) rumors and gossips as rank 2.5; 4) teaching load/time assignment as rank 4.5; 5) attendance in seminars and INSETs as rank 4.5; and 6) performance rating as rank 6.

On the other hand, the principals regarded the following as the source of conflicts among their teachers; 1) rumors and gossips as rank 1; 2) unhealthy competition as rank 2; 3) professional jealousy as rank 3; 4) pupil misdemeanor as rank 4; 5) promotion and attendance in seminars with a rank of 5. 5, respectively.

Among the teachers themselves, they felt that, more often than not, these are the sources of their conflicts: 1) rumors/gossips as rank 1; 2) promotion in position as rank 2; 3) teaching load/time assignment as rank 3; 4) attendance in

Table 13

Conflicts Among Teachers' Experienced in School Organizations

	Conflict Category / Respondents	Key Official			Principal			Teacher		
		F	%	Rank	f	0/0	Rank	f	%	Rank
1.	Professional jealousy	23	82.14	2.5	25	24.04	3	71	19.61	6
2.	Unhealthy competition (e.g. room structuring, beautification projects, presentations in convocation, etc)	12	42.86	9.5	31	29.81	2	55	15.19	9
3.	Rumors / gossips	23	82.14	2.5	46	44.23	1	212	58.56	1
4.	Class achievement	14	50.00	7	5	4.81	9	57	15.75	8
5.	Promotion	24	85.71	1	17	16.35	5.5	113	31.22	2
6.	Performance Rating	17	60.71	6	12	11.54	7	85	23.48	5
7.	Teaching loads/time assignment	18	64.29	4.5	10	9.62	8	100	27.62	3
8.	Attendance in seminars, INSET, etc.	18	64.29	4.5	17	16.35	5.5	87	24.03	4
9.	Pupils' misdemeanor	12	42.86	9.5	20	19.23	4	58	16.02	7
10.	Scholarship grant	13	46.43	8	1	0.96	10	14	3.87	10
11.	Others ( Please specify):	0	0.00	11	0	0.00	11	0	0.00	11

seminars and INSETs as rank 4; performance rating as rank 5; and 6) professional jealousy as rank 6.

Going over the listings of the three group of respondents the following were the common perceived conflicts among teachers: 1) promotion in position; 2) professional jealousy; 3) rumors/gossips; and 4.) attendance in INSETs, seminars, etc.

Some teachers would fret over someone's promotion to Teacher 2, 3 or Master Teacher or designation as school head. Moreover, they felt bad that others

are sent to INSETs and seminars which they believe they were bypassed or not favorites of their school head. These triggered rumors mongering among them which if felt unabated would lead to trouble and straining of relationships among them. The bottomline of all these is professional jealousy which result to serious conflicts in the school organization.

<u>Between principal and teachers.</u> The conflicts that arise between the principal and teachers are disclosed in Table 14.

The key officials' observation boil down to these conflicts: 1) teacher's absenteeism is rank 1; 2) principals' attitude to teachers' needs and problems and teacher's indifference to his work with a rank of 2.5, respectively; and 3) compliance and submission of required reports and MOOE/money issues with a rank of 4.5, respectively.

The principals' own assessment revealed that the following were the conflicts prevalent between them and the teachers: 1) Compliance and submission of required reports as rank 1; 2) teacher absenteeism as rank 2; 3) teacher indifference to his work as rank 3; 4) principals' attitude to teacher needs and problems; and 5) teaching load/time assignment as rank 5.

The teachers gave these assessments as to the conflicts they often messed up with their school head: 1) compliance and submission of required reports as rank 1; 2) principals attitude to teacher needs and problems as rank 2; 3) teacher absenteeism as rank 3; 4) teaching load / time assignment as rank 4; and 5) MOOE / money issues as rank 5.

Table 14

Conflicts Experienced in School Organizations Among Principal and Teachers

	Conflict Category	Key Official			Principal			Teacher		
		f	0/0	Rank	f	0/0	Rank	f	%	Rank
1.	Assignment of performance ratings	18	64.29	6.5	4	3.85	10	54	14.92	9
2.	Favoritism	18	64.29	6.5	5	4.81	9	74	20.44	7
3.	Teaching load assignments	17	60.71	8	11	10.58	5	80	22.10	4
4.	Teacher exploitation, extortion, or other forms of harassment	14	50.00	10	6	5.77	7.5	36	9.94	10
5.	compliance and submission of required reports	19	67.86	4.5	48	46.15	1	139	38.40	1
6.	teacher absenteeism	23	82.14	1	35	33.65	2	85	23.48	3
7.	Attendance of teacher in seminar- workshop, INSETs	16	57.14	9	6	5.77	7.5	78	21.55	6
8.	Principals' attitude to teachers' needs, problems.	21	75.00	2.5	15	14.42	4	86	23.76	2
9.	Teachers' indifference to his work	21	75.00	2.5	33	31.73	3	66	18.23	8
10.	MOOE, money issue	19	67.86	4.5	8	7.69	6	79	21.82	5
11.	Others (Please specify)	0	0.00	11	0	0.00	11	0	0.00	11

In summary, the key officials, principals and teachers were of the opinion that the common sources of conflicts between principal and teachers were: teacher absenteeism, principals' attitude to teacher needs and problem, and compliance and submission of required reports.

School principals had problems with teachers' absenteeism which are mostly for personal reasons. They corroborated that the frequent occurrences usually destroy class programming and schedules, since pupils would not attend classes, much more join the section which they were reassigned for that day. It

affects pupils' performance and lesson coverage. Moreover, teachers' non-compliance and late/non-submission of required reports delay consolidation of data and subsequently delay submission to higher office, resulting in delay of release of the school's MOOE. The teachers on the other hand complained of their principal's lukewarm/indifferent attitude to their needs and problems. Principals show no empathy and sympathy to their plight. Comments like "...if you cannot perform anymore, better resign or retire" or "...wait until you become" hurt them the more. Often, they say "we need school heads who understand us, sometimes."

<u>Between principal and parents/community.</u> The respondents' perception of the conflicts that arise between principal and parents/community are reflected in Table 15.

The key officials' ranking place the "principals' use of school/PTA funds' as the top source of conflict, followed by "lack of parents/community support to school programs/projects' as rank 2 and "politicking in school/community" as their third choice; whereas, "selection of honor pupils" "school site controversy" and "school contributions" shared rank 5.

For the principals, the "lack of parent/community support to school program/project" topped their list, the same belief they had with key officials. This was followed by "parent attendance in PTA meetings and school activities" with a rank of 2; "pupil absenteeism" as rank 3; "school contribution" as rank 4; and "principals' lukewarm attitude to parents/community" as their rank 5.

Conflicts Experienced in School Organizations as Perceived Among
Key Officials, Principals, Teachers and Parents / Community

	C. C	Key Official			Principal			Teacher		
	Conflict Category		%	Rank	f	0/0	Rank	F	%	Rank
1.	Selection of honor pupils	18	64.29	5	6	5.77	9	51	14.09	5
2.	Pupil absenteeism	16	57.14	7	28	26.92	3	157	43.37	2
3.	Parent's attendance during PTA meeting and other school activities	12	42.86	10	41	39.42	2	179	49.45	1
4.	School site controversy	18	64.29	5	14	13.46	6	36	9.94	8
5.	Principals' use of school/PTA funds	21	75.00	1	9	8.65	8	43	11.88	6
6.	Politicking in school/community	19	67.86	3	12	11.54	7	35	9.67	9
7.	School contribution	18	64.29	5	19	18.27	4	76	20.99	4
8.	Principals' lukewarm attitude to parents/community.	14	50.00	8.5	16	15.38	5	41	11.33	7
9.	Lack of parents/community support to school programs/projects.	20	71.43	2	45	43.27	1	144	39.78	3
10.	Lack of principals' support to parents'/community programs/projects.	14	50.00	8.5	3	2.88	10	28	7.73	10
11.	11.Others (Please specify):	0	0.00	11	0	0.00	11	0	0.00	11

The teachers observed that "parent attendance in PTA meetings and school activities was the primary source of conflict between the principal and parents/community. Following close was pupil absenteeism with a rank of 2; "lack of parent/community support to school programs / projects " came in third; "school contributions" as rank 4 and "selection of honor pupils" as rank 5.

It appeared that the three listings showed very few commonalities, each group having distinct ranking. However, two conflicts were commonly assessed by the three categories of respondents. These were: "lack of parent/community support to school programs/projects" and "school contributions."

Principal frequently complain of anemic participation and support of parents/community to school programs and projects. Specifically, conflicts arise from parents shying away from responsibilities and tasks assigned to them relative to school projects. Their reluctance to pay agreed contributions is discouraging "Pintakasi", a bayanihan scheme to put up projects are left to their students to participate and perform which disrupts attendance in their classes.

On the other hand, parents complained of excessive, many and sometimes unauthorized contributions asked from them by principals. This is mistaken as the lack of support of parents when they cannot give their share. Parents believe that there must be a way where both parties can meet eye to eye to avoid conflicts. Consultations and conference where decisions can be amicably and judiciously be made and important information may be explained and clarified to avoid misunderstanding, should be done regularly.

<u>Between teachers and pupils.</u> Table 16 presents the summarized perceptions of the three categories of respondents relative to the conflicts that arise between teachers and their pupils.

The key official deemed "vandalism committed by pupils" as the top reason of conflict between teachers and their pupils. This was followed by "teachers' practice of favoritism" with a rank of 2; and four conflicts shared the rank 4, namely: "discipline among pupils", "pupil's non-compliance with homework/assigned tasks," and "selection of honor pupils."

Table 16

Conflicts Experienced in School Organizations Among Key
Officials, Principals, Teachers and Pupils

	G G: 4	Key Official		Principal			Teacher			
	Conflict	F	0/0	Rank	f	%	Rank	f	0/0	Rank
1.	Pupil exploitation	9	32.14	10	1	0.96	10	18	4.97	10
2.	Pupil Discrimination	10	35.71	9	6	5.77	8	28	7.73	9
3.	Teachers' assignment of grades	12	42.86	8	8	7.69	7	32	8.84	8
4.	teachers' practice of favoritism	20	71.43	2	20	19.23	6	33	9.12	7
5.	Disobedience of pupils	15	53.57	6	46	44.23	4	216	59.67	3
6.	Vandalism committed by pupils	23	82.14	1	60	57.69	2	200	55.25	4
7.	Discipline among pupils	19	67.86	4	53	50.96	3	222	61.33	2
8.	Pupils' non-compliance with homework/assigned tasks	19	67.86	4	61	58.65	1	260	71.82	1
9.	Truancy	13	46.43	7	35	33.65	5	101	27.90	5
10.	selection of honor pupils	19	67.86	4	5	4.81	9	39	10.77	6
11.	11. Others (Please specify):	0	0	11	0	0.00	11	0	0.00	11

The principals made a much different ranking of conflicts. For them, pupil's non-compliance with homework/assigned tasks irritated most their teachers." This was followed by "vandalism committed by pupils" with a rank of 2; coming third was "discipline among pupils"; "disobedience of pupils" as rank 4; and rank 5 was "truancy."

The teachers themselves identified the following conflicts that existed between them and their pupils. They felt that "pupils' non-compliance with homework/assigned tasks" irritated them most. Following closely were "discipline among pupils" as rank 2; "disobedience of pupils" with a rank of3; "vandalism committed by pupils" as rank 4; and "truancy" as rank 5.

The three groups of respondents shared common perceptions of the conflicts between teachers and pupils. These were: 1) pupil's non-compliance with homework/assigned tasks; 2) vandalism committed by pupils; and 3) discipline among pupils.

Notably, the conflicts arise from the pupils' side and none from the teachers'. Obviously, resolution of such conflicts should come from the teachers. Unconsciously, the teachers may have been the cause why pupils behave this way. To prevent this to happen, the teacher must take the initial and major step.

Between teachers and parents/community. Table 17 presents the conflicts experienced by teachers and parents/community as perceived by the three categories of respondents.

The key officials' assessment pointed to the "lack of parent support to class projects" as the primary source of conflict between teachers and parents/community. This was followed by "excessive/unauthorized contributions" asked by teachers from their pupils and "parents non-attendance in school activities" having a rank of 2.5. Coming close was "pupil exploitation" by teachers with a rank of 4, while "favoritism" practiced by teachers and "lukewarm attitude of teachers toward parents/community" were both ranked 5.5.

The principals, on the other hand, placed "parent non-attendance in school activities" as the most frequent source of conflict between teachers and parents/community. This was followed by: "lack of parent support to class

Table 17

Conflicts Experienced in School Organizations Among Key
Officials, Principals, Teachers Among Teachers
and Parents/Community

		I	Key Off	icial		Princip	pal		Teach	er
	Conflict Category	f	0/0	Rank	f	%	Rank	f	%	Rank
1.	Favoritism (Teachers' practice of favoritism)	14	50.00	5.5	6	5.77	7	22	6.08	7.5
2.	Pupil exploitation	15	53.57	4	3	2.88	10	15	4.14	10
3.	Pupil discrimination	12	42.86	8	5	4.81	8.5	22	6.08	7.5
4.	Lukewarm attitude of teachers in dealing with parents/community	14	50.00	5.5	7	6.73	5.5	30	8.29	4
5.	Excessive/unauthorized contribution	16	57.14	2.5	12	11.54	4	24	6.63	6
6.	Parents' non-attendance in school activities	16	57.14	2.5	56	53.85	1	218	60.2	1
7.	Teachers' assignment of honor pupils	13	46.43	7	5	4.81	8.5	32	8.84	3
8.	Corporal punishment (Teachers' practice of corporal punishment).	11	39.29	9.5	7	6.73	5.5	25	6.91	5
9.	Lack of teacher support to partners' projects	11	39.29	9.5	14	13.46	3	16	4.42	9
10.	Lack of parent support to class project	19	67.86	1	37	35.58	2	196	54.1	2
11.	Others (Please specify ):	0	0.00	11	0	0.00	11	0	0	11

projects" as rank 2; "lack of teacher support to parents project" as rank 3; "excessive/unauthorized contribution" followed as rank 4 and "lukewarm attitude of teachers to parents/community" and "corporal punishment" both with rank of 5.5.

The teachers themselves expressed their experience as to the conflicts that arise between them and the parents/community. Their assessment showed that "parent non-attendance in school activities" topped their list validating the

opinion of the earlier groups of respondents. This was followed by "lack of parents supports to class projects" with a rank of 2; "teacher assignment of honor pupils" came in third; "lukewarm attitude of teachers to parents/community" as rank 4; and "corporal punishment as rank 5.

Looking over the rankings, three conflicts surfaced commonly assessed by the key officials, principals and teachers as sources of conflicts between teachers and parents/community. These are: 1) parent non-attendance in school activities; 2) lack of parent support to class projects; and 3) lukewarm attitude of teacher to parents/community.

It is observed that teachers complain of parents who do not attend/participate in school activities such as PTA meetings, PTA induction, fund raising activities, school convocations, school contests and the like. In addition, they do not support class projects like putting up mini libraries, cabinets, cooling system like ceiling fans, minor repairs and the like which are decided upon by the homeroom PTA through parent contribution like financial material or labor assistance.

The parents, on the other hand, complained of the lukewarm attitude shown to them by teachers. Teachers seldom communicate with them to discuss things about their pupils and the progress they are doing and the problems they have relative to their studies. They say that some teachers are not "hospitable" whenever they go to school; some just do not mind them.

# Comparison of Perceptions of the Three Groups of Respondents Relative to the Conflicts in School Organization

Table 18 summarized the comparative analysis of the perceptions of the key officials, principal and teachers relative to the conflict experienced or observed in school organizations. The conflicts were categorized into conflicts arising from the teachers, between principals and teachers, between principal and parent/community, between teachers and pupils, and between teachers and parents/community.

Table 18

Comparison Among the Perceptions of the Key Official, Principal, and Teacher-Respondents Relative the Conflict Experienced in School Organization

Conflict Classification		Mean Rar	ık	X2-	p-	E1
Conflict Classification	КО	Principal	Teacher	value	value	Evaluation
Teachers	12.28	9.14	25.40	19.62	0.000	Significant
Principal & Teachers	11.94	10.45	24.25	14.99	0.001	Significant
Principal & Parents/Community	11.61	10.41	24.60	16.17	0.000	Significant
Teachers and Pupils	9.94	13.68	22.50	10.39	0.006	Significant
Teachers and Parents/Community	12.56	10.77	23.35	12.17	0.002	Significant

It may be recalled that each group of respondents were asked to check the conflict or conflicts which they felt more observed to be obtaining or arising in the aforcited categories. Responses/frequencies were added in each conflict and used to determine the rank of each conflict with rank 1 as the most frequent source of conflict and rank 10 as the least observed conflict. It resulted to ranking

of the conflict in each category as perceived by key officials -, principal - and teacher-respondents.

To determine whether the perceptions of each group of respondents differed from the other groups, mean ranks were computed and analyzed using Kruskall-Wallis test of difference, a non-parametric test since the data were nominal. Only the top five conflicts in the ranking were considered for assessment.

Among teachers. As can be gleaned from the table, the mean ranks of respondents on the conflict arising among teachers were 12.28 for key officials; 9.14 for principals; and 25.40 for teachers. Using Kruskall-Wallis to test the differences it resulted to X<sup>2</sup> value of 19.62 and a p-value of 0.000 which was lesser than the 0.05 level of significance. This signaled the rejection of the hypothesis that "there is no significant differences among the perceptions of the three groups of respondents relative to the conflicts experienced in schools." It meant that the observations of the three group of respondents as to the conflicts occurring among teachers were different from each other. However, there were commonalities between and among groups of respondents but they were at random as reflected in their ranking. For instance, a conflict was ranked 1 by one group, but ranked 5.5 in another group and was ranked far below in the other group or, a conflict was ranked 6, but was rank 2 and ranked 10 in the other groups respectively. The disparity was too far.

Between principal and teachers. In this category, the key official-respondents obtained a mean rank of 11.94; principal-respondents with 10.45 and teachers with 24.25. The test of differences posted a  $X^2$  value of 14.99 and a p-value of 0.001 which was obviously lesser than the alpha level of significance, 0.05. Thus, there was a reason to reject the hypothesis that "there are no differences among the perceptions of three groups of respondents relative the conflicts experienced in schools. "It indicated that respondents' perceptions differed significantly from each other. Their rankings of conflicts were very much different.

Between principal and parents/community. The assessment of the three groups of respondents on the conflicts between the principal and parents/community registered the following mean ranks: 11.61 for key officials; 10.41 for principals; and 24.60 for teachers. The test of differences posted a X²-value of 16.17 with a p-value of 0.000 which was lesser than the 0.05 level of significance. Therefore, the corresponding hypothesis was rejected, which meant that the ranking of conflicts of each group of respondent were essentially different. Each group of respondents saw a different cause or source of conflict between the principal and parent/community. Commonality on their observed conflicts was seldom.

<u>Between teachers and pupils</u>. The same table discloses the comparative analysis of the perceptions among the key officials, principals and teachers relative to the conflicts arising between the teachers and their pupils. Mean ranks

posted at 9.94 for key officials, 13.68 for principals and 22.50 for teachers. Using Kruskall-Wallis test, the  $X^2$ -value was pegged at 10.39 with a p-value of 0.006 which was lesser than 0.05 level of significance. Hence, the corresponding hypothesis was rejected indicating significant differences in the mean ranks. It meant further that the perceived conflicts in each group as evidenced by the ranking differed from one group of respondents to the other.

Between teachers and parents/community. In this category mean ranks showed the following: 12.56 for key officials; 10.77 for principals; and 23.35 for teachers. The test of differences revealed a X2-value of 12.17 and a p-value of 0.002 which proved lesser than 0.05 level of significance. It led to the rejection of the corresponding hypothesis indicating that the three group of respondent had different rankings of observed conflicts between teachers and parents/community. What one group of respondents believed as the source of conflicts, the other groups of respondents had a different observations as reflected in their respective rankings.

## Conflict Management Styles Employed by Principal in Conflict Settlement

The study probed into the conflict management style employed by principals in settling conflicts in schools using the Personal Conflict Management Style Survey by Dr. Gini Graham Scott which the principal - respondents responded themselves. They were presented 12 situations that they are likely to

encounter in their personal, professional or political lives. Each situation had five possible responses. They were directed to allocate 10 points between each possible response(s) with the highest number of points indicating their strongest response. Their responses were plotted in the Individual Rating Sheet provided for the purpose. The analysis of the responses resulted in number of principals who employed a particular style. This is reflected in Table 19.

Table 19
Principal-Respondents' Conflict Management Styles

Conflict Management Styles	f	Percent
Collaborating	61	58.65
Compromising	17	16.35
Compromising-Collaborating	5	4.81
Competing	4	3.85
Accommodating	2	1.92
Avoiding	2	1.92
Competing-Collaborating	1	0.96
Not Specified	12	11.54
Total	104	100.00

As can be gleaned from the table, it appears that the strongest responses as indicated by the points they assign were mostly concentrated on the "collaborating" style with 61 or 58.65 percent of the principals practicing it. This was followed by "compromising" style with 17 or 16.35 principals choosing it; five or 4.81 percent assessed "competing" as their style of resolving conflict; and

two or 1.92 percent each employing "accommodating" and "avoiding" styles, respectively. Notable were 12 principals or 11.54 percent who failed to respond appropriately to the situation, thus, their style of resolving conflict was not properly identified. We can, therefore, say that majority of the principal-respondents practiced or preferred the collaborating style of conflict management.

Further scrutiny of their responses pointed to the fact that as mediators of conflicts they exerted effort to fully satisfy the concerns of all parties, solicit their cooperation to search for mutually beneficial outcome. Here, the intention was to solve the problem by clarifying differences of involved parties in an attempt to find a win-win solution for all.

### Level of Job Satisfaction of Teachers

Another important concern of the study was to ascertain the level of job satisfaction of teachers categorized into satisfaction along work itself, security, salary, work environment, supervision and organizational policies and practices which the teachers assessed themselves. The results are summarized in Tables 20-25.

<u>Work itself.</u> Table 20 reflects the responses of the teacher respondents to the given indicators of satisfaction on the work itself. It discloses that the teachers were satisfied in their job as indicated by weighted means ranging from 3.78 to 4.26. The top indicators were; "the job of teaching children motivates me to stay"

with a mean of 4.26; "work is challenging and rewarding" with a mean of 4.17 and "I fully understand my functions because of proper training and support" with a mean of 4.14. Taken as a whole, the teachers assessed themselves in terms of the work itself as satisfied with a weighted mean of 4.07 equivalent to "satisfied."

Table 20
Level of Job Satisfaction of the Teacher-Respondents
Along Work Itself

	Indicators	X̄w/Int pretati	
1.	The job of teaching children motivates me to stay.	4.26	S
2.	Work is challenging and rewarding.	4.17	s
3.	I fully understand my functions because of proper training and support.	4.14	S
4.	Subject loading and other assignments are reasonable and convenient.	4.05	S
5.	Career pathing is clear and desirable.	3.99	S
6.	I receive adequate trainings to handle my tasks.	3.78	S
	Grand Total	24.39	-
	Grand Mean	4.07	S

Legend: 4.51 - 5.00 Extremely Satisfied (ES)

3.51 - 4.50 Satisfied (S)

2.51 - 3.50 Moderately Satisfied (MS)

1.51 - 2.50 Slightly Satisfied (SS)

1.00 - 1.50 Not Satisfied (NS)

Work security. Table 21 shows the teachers' level of satisfaction along work security. It can be noted that the teachers were "extremely satisfied" on "the sufficient retirement benefit their job ensures," giving it a mean of 4.67. They were "satisfied" on four indicators as: "I am secured in the thought that there are

no attempts to replace me"; "my job gives security for my family"; "my job gives me opportunities for advancement,"; and "my job gives me a feeling of comfort and happiness" with weight mean of 4.30, 4.24, 4.16 and 4.10, respectively. They were "moderately satisfied" on the indicator, "the school gives several benefits like 13th month pay, hours, allowance, medical and dental services" with a mean of 3.17. According to the respondents, late release of 13th month pay, bonus, allowances and the poor services of medical and dental personnel gave them anxiety especially during the time they truly need these services and benefits. As a whole, the teachers gave it a grand mean of 4.11 or "satisfied."

Table 21

Level of Job Satisfaction of the Teacher-Respondents

Along Work Security

	Indicators	Xw/Inte pretatio		
1.	My job promises sufficient retirement benefit.  I am secure in the thought that there are no	4.67	ES	
2.	attempts to replace me	4.30	S	
3.	My job gives me security for my family.	4.24	S	
4.	My job gives me opportunity for advancement	4.16	S	
5.	My job gives me felling of comfort and belongingness.	4.10	S	
6.	The school gives several benefits like thirteenth month bonus, allowance, medical and dental services and ,etc.	3.17	MS	
	Grand Total	24.64	-	
	Grand Mean	4.11	S	

Legend: 4.51 - 5.00 Extremely Satisfied (ES)

3.51 - 4.50 Satisfied (S)

2.51 - 3.50 Moderately Satisfied (MS)

1.51 - 2.50 Slightly Satisfied (SS)

Work salary. In terms of salary, the teacher-respondents expressed their level of satisfaction in Table 22. As can be gleaned from the table, the teachers were "satisfied" with two indicators which were as follows: "my compensation encourages me to work hard for the school" and "the compensation that I receive is commensurate to the effort I exert," with weighted mean of 3.71 and 3.68, respectively. The other four indicators obtained lesser ratings in which the respondents were "moderately satisfied". The least rated was "with my compensation, I can send my children to good schools" with a mean of 3.09. The grand mean of the group posted at 3.39 equivalent to "moderately satisfied."

Table 22

Level of Job Satisfaction of the Teacher-Respondents

Along Work Salary

	Indicators	Xw/Inter- pretation	
1.	My compensation encourage me to work hard for the school	3.71	ES
2.	The compensation that I receive is commensurate to the efforts that I exert.	3.68	S
3.	My compensation gives me sufficient purchasing power.	3.46	MS
4.	My salary provides the members of my family with everything that they need.	3.21	MS
5.	My compensation enables me to cope with the cost of living.	3.17	MS
6.	With my compensation, I can send my children to the good schools.	3.09	MS
	Grand Total	20.32	_
	Grand Mean	3.39	S

Legend: 4.51 - 5.00 Extremely Satisfied (ES)

3.51 - 4.50 Satisfied (S)

2.51 - 3.50 Moderately Satisfied (MS)

1.51 - 2.50 Slightly Satisfied (SS)

<u>Work environment</u>. Along work environment (Table 23), the teachers assessed themselves as satisfied in all six indicators with weighted means ranging from 4.19-4.36. The top two indicators were: "my relationship with my school head is very wholesome" obtaining a mean of 4.36 and "my school head is considerate and kind" with a mean of 4.35. The indicator that had the least weighted mean was "there is harmony among teachers in the school" with a mean of 4.19.

As a whole, the teachers were "satisfied" with their work environment as evidenced by their grand mean of 4.28. They were contented with their workplaces well as their relationship with their school head and fellow teachers.

Table 23

Level of Job Satisfaction of the Teacher-Respondents

Along Work Environment

	Indicators	Xw/Int pretati	
1.	My relationship with my school head is very wholesome.	4.36	S
2.	My school head is considerate and kind. The atmosphere in this school is conducive to work	4.35	S
3.	efficiently.	4.29	S
4.	Teachers work together as a team.	4.24	S
5.	The physical condition of classroom is adequate.	4.23	S
6.	There is harmony among teachers in this school.	4.19	S
	Grand Total	25.66	-
	Grand Mean	4.28	S

Legend: 4.51 - 5.00 Extremely Satisfied (ES)

3.51 - 4.50 Satisfied (S)

2.51 - 3.50 Moderately Satisfied (MS)

1.51 - 2.50 Slightly Satisfied (SS)

Supervision. Table 24 contains the respondents' assessment of their level of satisfaction along supervision. Very obvious is that they were satisfied with all six indicators. The three which obtained the higher means were: item 2 "my school head encourages me to offer suggestions to improve my work" with a weighted mean of 4.30; followed by item 6, "I am permitted to make important decisions in connection with my work" having a mean of 4.28; and item 1 "the orders that I get from my school head is consistent clear" with a mean of 4.26. The least noted indicator obtained a weighted mean of 4.14 referring to item 5, "I am informed of the guidelines of promotion."

Table 24

Level of Job Satisfaction of the Teacher-Respondents

Along Supervision

	Indicators			
1.	My school head encourages me to offer suggestions to improve my work.	4.30	S	
2.	My school head encourages me to try out better methods of accomplishing my tasks.	4.30	S	
3.	I am permitted to make important decisions in connection with my work.	4.28	S	
4.	The orders that I get from my school head is consistent and clear.	4.26	S	
5.	My school head gives me definite guidelines of what they expect of me	4.22	S	
6.	I am informed of the guidelines for promotions.	4.14	S	
	Grand Total	20.32		
	Grand Mean	3.39	S	

Legend: 4.51 - 5.00 Extremely Satisfied (ES)

3.51 - 4.50 Satisfied (S)

2.51 - 3.50 Moderately Satisfied (MS)

1.51 - 2.50 Slightly Satisfied (SS)

The overall assessment of the respondents registered a grand mean of 4.25 indicating that they were "satisfied" with the way their school heads supervised them.

Organization policies and practices. With respect to school policies and practices, the teacher-respondents assessed themselves as satisfied with them. As can be seen in Table 25, all indicators obtained weighted means equivalent to "satisfied" ranging from 3.95 to 4.15. Three indicators surfaced with higher means corresponding to item 4, "the goals of our school give me a sense of

Table 25

Level of Job Satisfaction of the Teacher-Respondents

Along Organization Policies and Practices

	Indicators	Xw/In	
1.	The goals of our school give me a sense of pride.	4.15	S
2.	I have a clear concept of the work that I am doing to accomplish the goals of our school.	4.15	S
3.	I know the role of our school in the tasks of national development.	4.13	S
4.	A complete definition of objectives and goals is given to each of us.	3.99	S
5.	Manuals of information contains definitions of our schools goal.	3.98	S
6.	Our system of downward, upward and lateral communication is systematic.	3.95	S
	Grand Total	20.32	-
	Grand Mean	3.39	S

Legend: 4.51 - 5.00 Extremely Satisfied (ES)

3.51 - 4.50 Satisfied (S)

2.51 - 3.50 Moderately Satisfied (MS)

1.51 - 2.50 Slightly Satisfied (SS)

pride" and item 5, "I have a clear concept of the work I am doing to accomplish the goal of our school," both sharing a weighted mean of 4.15 and item 3, "I know the role of the school in the task of national development" with a mean of 4.13. The least rated indicator was item 6 referring to "our system of downward, upward and lateral communication is systematic" having a mean of 3.95.

Along this, the teacher's assessment revealed a grand mean of 4.06 with the descriptive rating of "satisfied" pertaining to school policies and practices.

Except for salary when teachers' level of job satisfaction was "moderately satisfied", the teachers rated themselves as "satisfied" with the other five job areas, viz: work itself with a grand mean of 4.07; security, 4.11; work environment, 4.28; supervision, 4.25; and organizational policies and practices, 4.25.

# Conflict Management Style Employed by Principal and Identified Variates

With the preferred conflict management styles having been ascertained, the study probed into the relationship between the identified styles with the key official-respondents' profile, principal-respondents' profile, teacher-respondents' profile and the level of job satisfaction of teachers. The results of the correlational analyses ae summarized in Table 26-29.

<u>Key official-respondents profile.</u> Table 26 contains the data on the correlational analyses done between the principals' conflict management styles

and certain key official – related variates such as age, sex, civil status, religion, family size, average monthly family income, educational qualification, INSETs as to national, regional, division and administrative/teaching experience.

As can be gleaned from the table, the correlational analyses between two groups of variables resulted to computed r-values and p-values as: 0.067 and 0.758, respectively; for age; -0.108 and 0.586, respectively, for sex; 0.267 and 0.207,

Table 26

Relationship Between the Conflict Management Style
Employed by Principals in Conflict Settlement and
Key Official-Respondents' Profile

Profile	r-	p-	
rrome	value	value	Evaluation
Age	0.067	0.758	Not Significant
Sex	-0.108	0.586	Not Significant
Civil Status	0.267	0.207	Not Significant
Religion	0.275	0.174	Not Significant
Family Size	0.114	0.595	Not Significant
Ave. Monthly Family Income	-0.259	0.183	Not Significant
Educational qualifications	0.35	0.068	Not Significant
No. of Hours of INSET attended			
National	0.085	0.737	Not Significant
Regional	0.158	0.532	Not Significant
Division	0.307	0.201	Not Significant
Admin/Teaching Experience	0.199	0.374	Not Significant

Legend:

respectively for civil status; 0.275 and 0.174, respectively for religion; 0.114 and 0.595, respectively, for family size; -0.259 and 0.183, respectively, for average monthly family income; 0.35 and 0.068, respectively, for educational qualification; 0.085 and 0.737, respectively, for national INSETs; 0.158 and 0.532,

<sup>\*\*</sup> Correlation is significant at the 0.01 level (2-tailed).

<sup>\*</sup> Correlation is significant at the 0.05 level (2-tailed).

respectively, for regional IN-SETs; 0.307 and 0.201, respectively, in division INSETs; and 0.199 and 0.374, respectively, for administrative experience. It is obvious that all computed p-values proved higher than the 0.05 level of significance. Thus, the hypotheses involving the relationships between the conflict management style employed by principals and the aforementioned key officials-related variates were correspondingly accepted. It may be said that the personal profile of the key official had nothing to do with the principals' conflict management style for the obvious reason than they are not the ones who usually mediate conflicting parties at the school level.

<u>Principal-respondent profile</u>. The correlational analyses done between the conflict management style of principals and their personal variates are presented in Table 27.

Between the principals' conflict management style and their sex, the correlational analysis yielded a computed r-value of -0.204 with a p-value of 0.041 which was lesser than the 0.05 level of significance. Hence, the hypothesis involving the correlation between the conflict management style employed by principals and their sex was rejected. It indicated that the style correlated significantly with their sex. Usually, more female principals employed this style in settling conflicts than males. But with a negative correlation coefficient, it denotes that the relationship between the variables was inversely proportional. It meant that more male principals employed the collaborating style of conflict management than their counterparts.

Table 27

Relationship Between the Conflict Management Style

Employed by Principals in Conflict Settlement and

School Head-Respondents' Profile

Profile	r- value	p- value	Evaluation
Age	-0.039	0.695	Not Significant
Sex	204*	0.041	Significant
Civil Status	0.03	0.769	Not Significant
Religion	0.055	0.583	Not Significant
Family Size	-0.13	0.24	Not Significant
Ave. Monthly Family Income	0.086	0.384	Not Significant
Educational qualifications	-0.083	0.405	Not Significant
No. of Hours of INSET attended			
National	0.165	0.316	Not Significant
Regional	0.052	0.636	Not Significant
Division	0.127	0.257	Not Significant
Admin/Teaching Experience	0.03	0.762	Not Significant
School Assignment	-0.157	0.119	Not Significant

Legend:

In correlating conflict management style with the rest of the principal-related variates, the correlational analyses revealed the following r-values and p-values: -0.039 and 0.695, respectively, for age; 0.03 and 0.769 respectively, for civil status; 0.055 and 0.583 respectively, for religion; -0.13 and 0.24, respectively, in family size; 0.086 and 0.384 respectively, in average monthly family income; -0.083 and 0.405 respectively, in educational qualification; 0.165 and 0.316

<sup>\*\*</sup> Correlation is significant at the 0.01 level (2-tailed).

<sup>\*</sup> Correlation is significant at the 0.05 level (2-tailed).

respectively, in national INSETs; 0.052 and 0.636 respectively, in regional INSETs; 0.127 and 0.257 respectively, in division INSETs; 0.03 and 0.762 respectively, for administrative/teaching experience; and -0.157 and 0.119 respectively, for school assignment. It can be noted that all the p-values proved higher than the 0.05 level of significance; therefore, the corresponding hypotheses involving the correlation between conflict management style and the aforecited variates were accepted. It meant that style did not correlate significantly with the abovementioned variates, indicating further that the variates had nothing to do with the principals' utilization of the conflict management style.

<u>Teacher-respondents profile.</u> Table 28 showcases the summary of the correlational analyses performed between the principals' conflict management style and teachers' age, sex, civil status, religion, family size, average monthly family income, educational qualification, INSETs at national, regional and division level, teaching experience and school assignment.

Obvious in the table that all the p-values were higher than the 0.05 level of significance rendering all correlation coefficient not significant. This signaled the acceptance of all hypotheses involving the relationship between the principals' conflict management style and the aforementioned teacher-related variates. It denoted that the abovementioned teacher characteristics did not influence the principals' conflict management style.

Table 28

Relationship Between the Conflict Management Style
Employed by Principals in Conflict Settlement and
Teacher-Respondents' Profile

Profile	r-value	p-value	Evaluation
Age	0.025	0.651	Not Significant
Sex	0.014	0.791	Not Significant
Civil Status	0.029	0.597	Not Significant
Religion	-0.084	0.122	Not Significant
Family Size	-0.075	0.180	Not Significant
Ave. Monthly Family Income	-0.007	0.890	Not Significant
Educational qualifications	0.011	0.840	Not Significant
No. of Hours of INSET attended			Not Significant
National	0.143	0.354	Not Significant
Regional	-0.177	0.122	Not Significant
Division	-0.106	0.160	Not Significant
Admin/Teaching Experience	0.031	0.564	Not Significant
School Assignment	-0.07	0.217	Not Significant

Legend:

<u>Level of satisfaction of teachers</u>. Table 29 presents the relationship between the principals' conflict management style and the teachers' level of job satisfaction.

In correlating the conflict management style and teachers' level of job satisfaction along work environment, computed r posted at – 0.166 with a p-value of 0.002 which proved lesser than the 0.01 alpha level of significance; therefore, the hypotheses involving the relationship between these two variables

<sup>\*\*</sup> Correlation is significant at the 0.01 level (2-tailed).

<sup>\*</sup> Correlation is significant at the 0.05 level (2-tailed).

was rejected. It meant that the work environment of teachers had some influence on conflict management style that principals' use. It may be recalled that the teacher – respondents were satisfied with their workplace and the harmonious relationship between them and the principal. With a negative r, the relationship in this case is inversely proportional; meaning that principal were more inclined to use the collaborating style of conflict management in solving problems arising from discord among teachers, when relationship between them was severed and the working atmosphere was no longer conducive for working.

Table 29

Relationship Between the Conflict Management Style Employed by Principals in Conflict Settlement and the Level of Job Satisfaction of Teachers

Job Satisfaction Domain	r-value	p-value	Evaluation
Work itself	-0.08	0.128	Not Significant
Security	-0.08	0.128	Not Significant
Salary	-0.068	0.200	Not Significant
Work Environment	166**	0.002	Significant
Supervision	166**	0.002	Significant
Organization Policies & Practices	-0.085	0.112	Not Significant

<sup>\*\*</sup> Correlation is significant at the 0.01 level (2-tailed).

Between the principals' conflict management style and the teachers' level of job satisfaction along supervision, the correlation coefficient was pegged at - .166 with a p- value of 0.002, which by inspection was lesser than the 0.01 alpha level

of significance, Hence, the hypothesis that "there is no significant relationship between the principals' conflict management style and the teachers' level of job satisfaction along supervision " was rejected. It indicated that the kind or quality of supervision rendered by the principal had something to do with the conflict management style. As found in this study, the indicators pointed out that the teachers were satisfied with the democratic manner the principal supervised them and the consistency with which she gave instructions and orders to them. However, with a negative correlation coefficient the relationship between the two variables was inversely proportional. It indicated that a shift of conflict management style was made by the principal to resolve problem that arose when she departed from democratic supervision and when she was inconsistent with her instructions and orders.

The correlational analyses done between the principals' conflict management style and the teachers' level of job satisfaction along work itself, security, salary and organization policies and practices resulted in computed r's and p – values as : - 0.08 and 0.128 respectively, for work itself ; - 0.08 and 0.128, respectively for security ; 0.068 and 0.200 respectively, for salary ; and – 0.085 and 0.112 respectively, for organization policies and practices. It can be noted that all p – values proved higher than the 0.01 level of significance which gave reason for the researcher to accept the corresponding hypotheses involving the relationship between the principals ' conflict management style and aforecited variates. It

meant that these variates had nothing to do or did not, in any way, influenced the principals' style of conflict management.

## Problems Encountered by Principals in Conflict Management Style and the Extent to Which They Are Felt

The study also surveyed the problems that principals encountered in conflict settlement and the extent to which they were felt as perceived by the three groups of respondents. The summarized responses are found in Table 30.

The assessment of the key official – respondents revealed seven problems which were "felt "obtaining weighted means ranging from 3.56 to 3.79. The top three problems were: item 3, "parties involved in conflict settlement do not report for mediation" having a mean of 3.79; item 6, "resorting to "padrino" or third party of some conflicting parties to help in their favour", with a mean of 3.70: and item 8, "mediating party does not know how to go about resolving conflicts or problem with a mean of 3.64. For problems were "moderately felt" and four were "slightly felt" referring to: item 12, unmindful attitude of principal – mediator cause the conflict to remain unsolved before it is given attention with a weighted mean of 2.24; item 9, "focus on the problem per se, not a probable causes "with a mean of 2.36; and item 11, "ningas – kugon" attitude of principal – or third party mediator "with a mean of 2.44.

Taken as a whole, the key officials assessed the given problems as "moderately felt" as evidenced by a grand mean of 3.17.

Problems encountered by Principals in Conflict Settlement and the Extent to Which they are Felt as Perceived by the Three Categories of Respondents

Table 30

		Respondents' Category								
	Indicators		Key Official Pri			Teacher		Combined		
			Xw/Inter- pretation		Yw/Inter- pretation		Xw/Inter- pretation		Mean/Inter -pretation	
1.	There is not much time to resolve conflicts because of office work.	3.61	F	3.41	MF	3.16	MF	3.39	MF	
2.	Conflicts deeply rooted on family/relative relationship that existed years ago.	3.39	MF	3.48	MF	3.17	MF	3.35	MF	
3.	Parties involved in conflict settlement do not report for mediation.	3.79	MF	3.51	F	3.44	MF	3.58	F	
4.	Mediator is bias.	3.56	F	3.32	MF	3.14	MF	3.34	MF	
5.	Conflict of schedules between the mediating and conflicting parties	3.56	F	3.38	MF	3.38	MF	3.44	MF	
6.	Resorting to "padrino" or third party of some conflicting parties to help in their favor.	3.7	F	3.43	MF	3.36	MF	3.5	MF	
7.	Disruption of classes and neglect of time task policy.	3.61	F	3.48	MF	3.54	F	3.54	F	
8.	Mediating party does not know how to go about conflicts or problems.	3.64	F	3.79	F	3.49	MF	3.64	F	
9.	Focus on the perceived problem per se, not on probable cause.	2.36	MF	1.54	SF	1.68	SF	1.86	SF	
10.	Long- term solution is not arrived at, thus, conflicts recur again and again.	3.18	MF	2.15	SF	2.09	SF	2.47	SF	
11.	"Ningas- kugon" attitude of principal - or third party mediator.	2.44	SF	1.28	NP	1.33	NP	1.68	SF	
12.	Unmindful attitude of principal – mediator cause the conflict to remain unsolved before it is given attention.	2.24	SF	1.38	NP	1.53	SF	1.72	SF	
13.	Third - party mediator usually favor the principal if he is the subject in the conflict.	2.46	SF	2.85	SF	2.72	SF	2.68	MF	
14.	No competent documents of proceedings.	3.18	MF	3.11	SF	2.93	MF	3.07	MF	
15.	Lots release of resolution report/decision due to lack of computers / typewriters.	2.82	MF	2.39	SF	2.3	SF	2.5	SF	
	Grand Total	47.54		42.5		41.3		43.8		
	Grand Mean	3.17	MF	2.83	SF	2.75	MF	2.92	MF	

Legend: 4.51 - 5.00 Extremely Felt (EF)

3.51 - 4.50 Felt (F)

2.51 - 3.50 Moderately Felt (MF)

1.51 - 2.50 Slightly Felt (SF)

1.00 - 1.50 Not a Problem (NP)

The principal- respondents came up with two problems with an assessment of "felt" corresponding to item 8, " mediating party does not know how to go about resolving conflicts or problems" with a weighted mean of 3.79 and item 3, "parties involved in conflict settlement do not report for mediation " with a mean of 3.51. Eight problems were rated "moderately felt" as evidence with weighted means ranging from 2.85 – 3.48. Three problems were assessed as "slightly felt" with weighed means of 2.39, 2.15 and 1.54, respectively and two problems were considered "not a problem" referring to item, "ningas – kugon attitude of principals or third party – mediator" with a mean of 1.28; and item 12, " unmindful attitude of principal- mediator causes the conflicts to remain unsolved before it is given attention" with a weighted mean of 1.38.

The grand mean for the principal group was pegged at 2.83 equivalent to "moderately felt".

The teacher – respondents considered one problem as "felt" corresponding to item 7, "disruption of classes and neglect of time on task policy" with a weighted mean of 3.54. Nine problems were "moderately felt" by them with weighted means ranging from 2.72 – 3.49, where three problems obtained higher means which referred to item 8, "mediating party does not know how to go about resolving conflicts or problems " with a mean of 3.49, followed by item 3, "parties involved in conflict settlement do not report for mediation" with a mean of 3.44, and item 5, "conflict of schedules between the mediating and conflict parties" with a mean of 3.38. Rated "slightly felt" were four

problems involving items 12, 9, 15, and 10 with weighted means corresponding to 1.53, 1.68, 2.3 and 2.09, respectively. One problem was considered "not a problem" with a weighed mean of 1.33 referring to item 11, "ningas – kugon attitude of principal – or the third party- mediator".

For the teachers group, the problems were considered as "moderately felt" as supported by the grand mean of 2.75.

In summary, the problems encountered by principals in conflict management were assessed by the three groups of categories with the following assessment: 3.17 for key officials; 2.83 for principals; and 2.75 for teachers. The combined grand mean posted at 2.92 indicating that the given problems were "moderately felt."

Notable in the assessments of the respondents was that, not one problem was rated "felt" by all three groups of respondents. There were two problems that were rated "moderately felt" and these were: items 2 and 14 corresponding to "conflicts are deeply rooted on family relationship that existed years ago" and "no competent documents of proceedings." One problem was unanimously assessed by all three groups of respondents as "slightly felt" referring to item 9, "focused on the perceived problem per see and not on probable causes."

To form bases for the evolvement of a management training program for principals on conflict management, this researcher arbitrarily singled out the nine problems that were assessed by the respondents as "felt"; six problems by key officials, two problems by principals, and one problem by the teachers.

However, one another problem was double – listed by key officials and principals and another one was double – listed key official and teachers resulting to seven problems corresponding to the following: 1) mediating party does not know how to go about resolving conflicts or problems ( item 8); 2) resorting to "padrino" or third party of certain conflicting party to help them in their favour (item 6); 3.) there is not much time to resolve conflicts because of office work (item 1); 4.) disruption of classes and neglect of time on task policy (item 7); 5.) mediator is bias (item 4); 6.) conflict of schedules between the mediating party and conflicting parties (item 5); and 7) parties involved in conflict settlement do not report for mediation (item 3).

# Comparison of Perception of Respondents Relative to the Problems Encountered by Principals in Conflict Management

Table 31 presents the summary of the comparative analyses of the perceptions of the key officials, principals and teachers relative to the problems encountered by principals in conflict management. It may be recalled that the respondents had the following grand means: key officials had 3.17 (x<sub>1</sub>); principals had 2.83 (x<sub>2</sub>); and teachers had 2.75 (x<sub>3</sub>) with mean differences of 0.34 (x<sub>1</sub>-x<sub>2</sub>); 0.42 (x<sub>1</sub>-x<sub>3</sub>); and 0.08 (x<sub>2</sub>-x<sub>3</sub>). Using the analysis of variance to test the observed differences, the computed F-value posted at 1.35 with a p-value of 0.270 which proved higher than the 0.05 level of significance. Thus, the hypothesis that "there

Table 31

Comparison Among the Perceptions of the Three Groups of Respondents Relative to the Problems Encountered and the Extent to Which They are Felt

Respondents' Category			n	Mean	SD	
Key Official				15	3.17	0.55
Principal			15	2.83	0.86	
Teache	r			15	2.75	0.77
Total				45	2.92	0.74
			ANOV	A		
Sources of Variation	SS	df	MS	F	p-value	Evaluation
Between Groups	1.48	2	0.738	1.35	.270	Not Significant
Within Groups	22.91	42	0.546			
Total	24.39	44	-	-		-

are no significant differences among the perceptions of the three groups of respondents relative to the problems encountered by principals in conflict management" was accepted. It meant that opinions of the key officials, principals and teachers were essentially similar. Their assessments on the problems were none or less the same where commonalities were identified in their responses. Moreover, the perception of the degree or extent to which those problems were felt were essentially similar, that is, moderately felt.

### Chapter 5

#### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This portion of the research report summarizes the findings, conclusions and recommendations crystallized in the study.

### **Summary of Findings**

The following were the salient findings of the inquiry, viz:

- 1. In terms of respondents' age, the key officials registered a mean age of 49.96 years, SD = 8.74 years; the principals had a mean age of 49.22 years with a SD of 6.80 years; and the teachers posted a mean age of 40.83 years, SD = 9.78 years.
- 2. Among the key officials, 12 or 42. 86 percent were males and 16 or 57.14 percent were females; among the principals, 23 or 22.12 percent were males and 81 or 77.88 percent were females; among teachers, 58 or 16.02 percent were males and 304 or 83.98 percent were females.
- 3. The civil status profile showed that majority of the respondents were married with 21 key officials (75.0 percent), 86 principals (82.69 percent) and 293 teachers (80.94 percent).
- 4. The three groups of respondents were predominantly Roman Catholic: key officials with 25 or 89.29 percent; principals with 97 or 93.27 percent; and teachers with 326 or 90.06 percent.

- 5. The average family size of the respondents was: four members with a SD of two members for key officials; four members with a SD of one member for principals; and five members with a SD of two members.
- 6. As to the average monthly family income, the key officials had PhP 52,264.15 with SD of PhP 19,701.69; the principals had PhP 49,861.82 with a SD of PhP 43,764.16; and the teachers had PhP 28,457.07 with a SD of PhP 16,986.48.
- 7. The educational qualification profile showed the following: In the key officials' group, eight or 28.57 percent had CAR in Ph.D and with Ph.D. units, respectively; six or 21.43 percent had obtained a Ph.D. degree; four or 14.29 percent had MA degree; and one or 3. 87 percent each had CAR in MA and with MA units, respectively.

The principals group had 33 or 31.73 percent who had CAR in Ph.D.; 18 or 17.01 percent with Ph.D. units; 17 or 16.35 percent each with MA degree and with MA units, respectively; nine or 8,65 percent each had Ph.D. degree and had CAR in Ph.D., respectively.

Among the teachers, 131 or 36.19 percent had MA units; 122 or 33.70 percent had CAR in MA; 38 OR 10.50 percent had MA degree; 40 or 11.05 percent had baccalaureate degree; and three or 0.83 percent had Ph.D.degree.

8. The average number of hours attended by the three groups of respondents in INSET's were: key officials had 89.67 hours with a SD of 119.24 hours (approximately 11 days) at the national level; 121.06 hours with a SD of

125. 24 hours (approximately 15 days) at the regional level; and 119.36 hours with a SD of 140.82 hours (approximately 15 days) at the division level.

The principal registered 46.23 hours, SD = 62.31 hours (approximately 6 days at the national level, 67.11 hours, SD = 40.44 hours (approximately eight days) at the regional level, and 93.30 hours (approximately 12 days) at the division level.

The teachers had 30.80 hours, SD = 15.19 hours (approximately four days) at the national level; 54.13 hours, SD = 51.92 hours (approximately seven days) at the regional level; and 53.38 hours, SD = 4.92 hours (approximately seven days) at the division level.

- 9. With respect to administrative / teaching experience, the key officials had an average of 12.45 years of administrative experience with a SD of 6.80 years; the principal gad an average of 9.98 years of administrative experience with a SD of 5.95 years; and the teachers had an average of 14.93 years of teaching experience with a SD of 8.61 years.
- 10. Some key officials, nine or 32.14 percent were assigned in the division and 18 or 64.19 were assigned in the barangay.

Among the principals, 29 or 27.88 percent were assigned in central schools and 71 or 68.27 percent were still in the barangay.

Among the teachers, 238 or 65.75 percent were assigned in the barangay while 75 or 20.72 percent were assigned in the central school.

- 11. The key officials, principals, and teachers considered the following as the conflicts commonly arising among teachers: a) promotion in position; b) professional jealousy; c) gossips / rumors; and d) attendance in IN- SET's, seminars, etc.
- 12. Between principal and teachers, the three groups of respondents perceived the following conflicts as the most common: a) teacher absenteeism, b) principal's attitude to teacher needs and problems; and c) compliance and submission of required reports.
- 13. Between the principal and parents / community, the following conflicts were commonly identified by the three groups of respondents: a) lack of parent / community support to school programs and projects; and b) school contributions.
- 14. Among the many conflicts occurring in schools, the following were the most common occurring between teachers and pupils as assessed by the three groups of respondents: a) pupils' non compliance with homework / assigned tasks; b) vandalism committed by pupils; c) discipline among pupils.
- 15. Between the teachers and parents/ community the three conflicts commonly assessed by the three group of respondents were: a) parent non-attendance in school activities; b) lack of parent support to class projects; c) lukewarm attitude of teachers towards parents/ community.
- 16. The test of differences among the perceptions of the three groups of respondents on the conflicts experienced among teachers revealed a x value of

19.62 and a p- value of 0.000 which was lesser than the 0.05 alpha level of significance, hence the corresponding hypothesis was rejected.

- 17. Along the conflicts experienced between principal and teachers, the test of differences among the perceptions of the three groups of respondents registered a  $X^2$  value of 14.99 and a p value of 0.001which proved lesser than the 0.05 level of significance. Therefore, the corresponding hypothesis was likewise rejected.
- 18. The test of differences among the perceptions of the three groups of respondents along the conflicts arising between principal and parents/community posted a  $X^2$  value of 16.17 with a p- value of 0.000 which was lesser than the 0.05 alpha level of significance. This leads to the rejection of the corresponding hypothesis.
- 19. When the perceptions of the three groups of respondents anent the conflicts arising between teacher and pupils was tested for significance of their differences, the  $X^2$  value was pegged at 10.9 with a p value of 0.006 which proved lesser than the 0.05 alpha level of significance. Thus, the corresponding hypothesis was rejected.
- 20. The comparative analysis done on the perceptions of the three groups of respondents relative to the conflicts arising between teachers and parents/ community revealed a  $X^2$  value of 12.17with a p- value of 0.002 which was lesser than the 0.05 level of significance. This gave enough reason to reject to corresponding hypothesis.

- 21. Majority of the principal respondents preferred the "collaborating" style of conflict management as assessed by 61 principals or 58.65 percent; 22 principals or 21.15 percent preferred "compromising" style, five principals or 4.81 percent preferred "competitive" style, and two or 1.92 percent each preferred "accommodating" and "avoiding" style respectively.
- 22. On the level of job satisfaction except for the area salary, the teachers were generally "satisfied" along the five other areas with the following grand means: work itself 4.07; security, 4.11; work environment, 4.28; supervision, 4,25; and organization policies and practices, 4.06. However, they were "moderately satisfied" with their salary as evidenced by the grand mean of 3.39.
- 23. In correlating the conflict management styles employed by the principals and the key officials related variates, the correlational analyses revealed the following correlation coefficients and p- values; 0.067 and 0.758 for age; 0.108 and 0.586 for sex; and 0.267 and 0.207 for civil status; 0.275 and 0.174 for religion; 0.114 and 0.595 for family size; 0.259 and 0.183 for average monthly family income; 0.35 and 0.068 for educational qualification; 0.085 and 0.737 for national INSET; 0.158 and 0.532 for regional INSET; 0.307 and 0.201 for division INSET; and 0.199 and 0.374 for administrative experience. All p- values proved numerically higher than the 0.05 alpha level of significance; hence, all hypotheses involving the relationships between the principals' conflict

management style and the aforecited key officials – related variates were correspondingly accepted.

- 24. The correlational analyses done between the principals' conflict management style and their sex resulted to a r value of 0.204 with a p- value of 0.041 where the p- value is lesser than the 0.05 alpha level of significance. Thus, the hypothesis involving the relationship between the aforementioned variates was rejected. Whereas, the r- values and p values for the remaining variates posted at: 0.039 and 0.095 for age; 0.03 and 0.769 for civil status; 0.055 and 0.583 for religion ;- 0.13 and 0.24 for family size; 0.086 and 0.384 for average monthly family income;- 0.083 and 0.405 for educational qualification; 0.165 and 0.316 for national IN-SET; 0.052 and 0.636 for regional INSET; 0.127 and 0.257 for division INSET; 0.03 and 0.762 for administrative experience; and 0.157 and 0.119 for school assignment , where the p-values were higher than the 0.05 level of significance. Therefore, the corresponding hypotheses involving between the two aforesaid variables were accepted.
- 25. In correlating the principals' conflict management styles and the teacher related variates , the correlational analyses posted the following r-values and p-values: age , 0.025 and 0.651; sex, 0.014 and 0.791; civil status, 0.029 and 0.397; religion, 0.084 and 0.122; family size, -0.075 and 0.180; average monthly income, -0.007 and 0.890; educational qualification, 0.011 and 0.840; national INSET, 0.143 and 0.354; regional INSET, -0.177 and 0.122; division INSET, 0.106 and 0.160; teaching experience, 0.031 and 0.564; and school

assignment, - 0.07 and 0.217, where the p- values were all higher than the 0.05 level of significance. Therefore, the hypotheses involving the relationship between the principals' conflict management style and the above- named teacher- related variates were correspondingly accepted.

- 26. Between the principals' conflict management style and teachers' level of job satisfaction along six identified areas, the computed r- values and p-values were: 0.166 and 0.002 for both work environment and supervision where the p- value of 0.002 was lesser than 0.01 alpha level of significance. This led to the rejection of the hypotheses involving the relationship between the principals' conflict management style and teachers' level of job satisfaction along work environment and supervision.
- 27. With the other job areas, the r- values and p- values were: 0.08 and 0.128 for work itself and security, 0.088 and 0.200 for salary; 0.085 and 0.112 for organization policies and practices, where the p- values were higher than the 0.01 alpha level of significance. Therefore, the hypotheses involving the relationship between the principals' conflict management styles and the aforecited teacher related variates were correspondingly accepted.
- 28. On the problems encountered by principals in conflict management and the extent to which they were felt, all three groups of respondents "moderately felt "the given problems as supported by their grand means: 3. 17 for key officials; 2.83 for principals; and 2.75 for teachers with a combined grand mean of 292.

No one problem was assessed "felt" by all three groups of respondents: two problems were assessed as " moderately " felt and only one problem was assessed as " slightly felt" by all three groups of respondents.

However, there were seven problems that were rated "felt" randomly by the respondents viz: a) mediating party does not know how to go about resolving conflicts or problems; b) resorting to "padrino" a third party of certain conflicting party to help in their favour; c) there is not much time to resolve conflicts because of office work; d) disruption of classes and neglect of time on task policy; e) mediator is bias; f) conflict of schedules between the mediation party and conflicting parties; g) parties involved in conflict settlement do not report for mediation.

29. The comparative analysis of the perceptions of the three groups of respondents relative to the problems encountered by principals in conflict management and the extent to which they were felt revealed the following mean differences: 0.34 for the key officials vs. principals; 0.42 for the key officials vs. teachers; and 0.08 for principals vs. teachers. The test of differences posted a F-value of 1.35 with a p – value of 2.70 which proved higher than the 0.05 alpha level of significance, thereby accepting the corresponding hypotheses.

## Conclusions

From the foregoing findings, the following conclusions were drawn:

- 1. The key official respondents were in their late forties occupying administrative positions, predominantly female, predominantly married, predominantly Roman Catholics, had ideal family size, had adequate income well above the poverty threshold, educationally qualified, professionally growing, relatively new in their present position and mostly assigned in the division office.
- 2. The principal respondents were also in their late forties, predominantly female, predominantly married, predominantly Roman Catholic, had an ideal family size, had adequate income well above the poverty threshold, educationally qualified, professionally growing, relatively new in their respective positions and mostly assigned in barangay schools.
- 3. The teacher respondents were in their early forties, predominantly female. Predominantly married, predominantly Roman Catholic, had average family size, had a not-so adequate income a little higher than the poverty threshold, educationally qualified, professionally growing, relatively new in the service and most assigned in barangay schools.
- 4. Conflicts arising among teachers boil down to professional jealousy brought about by one's promotion in position, one's attendance in INSET being handpicked by the school head which led to rumor mongering.
- 5. Conflicts arising between the principal and her teachers were rooted on teachers' absenteeism and teachers' non- compliance with and late

submission of reports. On the principals' side the principals' indifference to teachers needs and problem frequently caused problems between them.

- 6. Between the principals and parents / community, principals complained of lack of parent/ community support to school programs and projects while the parents complained of excessive / many unauthorized school contribution.
- 7. Conflicts arising between teachers and pupils were more on the pupils' side and none from the teachers'. Teachers complained of pupils' non-compliance with homework and other assigned tasks, pupils vandalism and their poor discipline.
- 8. Between the teachers and parents/ community, most source of conflicts arise from lack of parent support to class projects and teachers' lukewarm attitude in dealing with parents/ community.
- 9. The rejection of all hypotheses involving the comparison of perception of the three groups of respondents relative to the conflicts arising among teachers, between principal and teachers, between principal and teachers, between principal and parents/ community, between teachers and pupils and between teachers and parents / community pointed out that their assessments were different from each other.

- 10. Majority of the principals preferred the collaborating style of conflict management as disclosed by the Personal Conflict Management Style Survey responded by themselves.
- 11. The teachers' level of job satisfaction was "satisfactory" in five job areas, viz: work itself, security, work environment, supervision and organization policies and practices but "moderately satisfactory" in the job area, salary.
- 12. In correlating the principals' conflict management styles with the key official related personal characteristics, age, sex, civil status, religion, family size, average monthly income, educational qualification, all levels of INSETs, and administrative experience did not correlate significantly with the conflict management style indicating that the aforecited variates had nothing to do with principals' preferred style.
- 13. Between the principals' conflict management styles and the principals' related variates, sex correlated significantly with the conflict management style. As indicated by the negative r, male principals were more inclined to use collaborating style than their female counterparts.

Whereas, age, civil status, religion, family size, average monthly family income, educational qualification, INSETs, administrative experience and school assignment did not correlate significantly with the conflict management style indicating that all these variates did not influence in anyway their use of the style.

- 14. Between the principals' conflict management styles and teacher related variates, all of them, age, sex, civil status, religion, family size, average monthly family income, educational qualification, INSETs. Teaching experience and school assignment did not correlate significantly with the conflict management style, indicating that all these variates did not influence the principals' use of style.
- 15. In correlating the principals' conflict management style with the teacher level of job satisfaction, work environment and supervision correlated significantly with the conflict management style. The harmonious relationship among teachers their teamwork, conducive and permissive atmosphere including the adequate school's physical condition favourably contribute to adopt the collaborating style of conflict management. The democratic manner by which the school head supervised his teachers also influence the principal to be collaborating in his style of resolving conflicts.
- 16. Relative to the principals' problem in conflict management, no common problem surfaced in the assessment by all three groups of respondents equivalent to "felt", two problems were assessed as "moderately felt" by all three groups of respondents and only one problem was rated "slightly felt" by all three groups of respondents.

As a whole, the problems encountered by principals in conflict management styles were rated "moderately felt" by all three groups of respondents.

- 17. The test of differences among the perceptions of the three categories of respondents relative to the extent to which the problem were felt was not significant; hence. It could be said that their opinions were essentially similar. Their common assessment of the problem was "moderately felt".
- 18. Seven problems were rated "felt" randomly by the three groups of respondents. These were: a) mediating party does not know how to go about resolving conflicts/ problems; b) resorting to "padrino" or third party intervention of some conflicting parties; c) there is not much time to resolve conflicts because of office work; d) disruption of classes and neglect of time on task policy; e)mediator is bias; f) conflict of schedules between the mediating party and conflicting parties; g) parties involved in conflict settlement do not report for mediation.

## Recommendations

Based on the foregoing findings and conclusions, the following recommendations were made:

- 1. Further validation of the Management Training Program for Principals be made to refine the program.
- 2. A pilot try out be done in the school level for workability and to spot out loopholes in the program. Later, this may be tried out at the district and division levels.

- 3. A resource generation activity be made to finance the training when all school resources like MOOE, PTA funds, SEF, etc. are not available.
- 4. Careful selection of speakers be made to ensure that the training program will be delivered as planned / designed.
- 5. Where teachers are the sources of conflicts, principals must take the initial step to resolve them by: a) maintaining non- partisan stand on the perceived conflict; b) minimize the "favouritism" fever but base all decisions on merit and fitness; c) exercise fairness in teaching load or time management; and d) give every teacher a chance to attend INSETs, be ranked for promotion and by being objective in assigning performance ratings.
- 6. Where conflicts arise among parents, principals should take stock of themselves and rekindle lukewarm relationships by: a) being accommodating and "hospitable" to parents going to school; b) being transparent in all transactions, such as PTA funds, balances in fund raising ventures or activities; c) conduct regular meetings / consultations before reaching any decision affecting pupil welfare and parent concerns; d) avoid unreasonable, many, unauthorized and excessive contributions as much as possible; e) updating transparency boards and keeping them visible to all concern; f) putting up locator charts at the office door to post their whereabouts; g) honor outstanding parents during Recognition Program or holding Parents' Day or Family Day and the like.

- 7. Where pupils are causes of conflicts, the teachers should: a) exert a little more effort to analyse the causes why pupils are behaving such; b) be vigilant and stop immediately little misdemeanour before it gets serious; c) strengthen the values education program to thwart or minimize truancy, disobedience, vandalism, non compliance of homework and other assigned activities; d) keep all lessons interesting to divert pupil attention from misbehaving; e) strengthen rewards system in class and shun punishment; f) exercise fairness in giving grades and selecting honor pupils.
- 8. Being a preferred style in conflict management, the management training program must apportion ample sessions for lecture, brainstorming, simulation exercises involving collaborating techniques in resolving conflicts and workshops including listening skills and feed -backing strategies.
- 9. As the teachers' level of job satisfaction is satisfactory in most job areas, principal must come up with sustainability measures or even improve the conditions in their work environment, strengthen supervision and the organizational policies and practices for a healthy and harmonious working relationship.
- 10. A follow up study on the effectiveness of the management training program in minimizing conflicts in schools may be conducted.
- 11. A replication study may be made at the secondary or tertiary levels to validate findings in this study.

- 12. A correlational study may be conducted involving conflict management style with variables like school climate, school performance, teachers' morale, personality types of school heads, and the like.
- 13. A survey of conflict management style of school heads using another instrument, or as practiced by performing and non- performing school heads may be made.
- 14. Comments and recommendations to improve the management training program are welcomed.
- 15. Come up with a proposed management training program on conflict resolution and settlement .

## Chapter 6

# A PROPOSED MANAGEMENTTRAINING POGRAM ON CONFLICT RESOLUTIONAND SETTLEMENT FOR ELEMENTARY SCHOOL PRINCIPALS

This chapter presents ways elementary school principals can work with the employees to resolve and prevent conflict in the workplace. This Proposed Management Training Program on Conflict Resolution and Settlement wfor Elementary School Principals was based on the results of this study. The basis of this proposed training program were the conflicts that surfaced in the assessment of the key – officials –, principal- and teacher –respondents in the questionnaire limited to those that were commonly rated by the three groups of respondents.

The conflicts commonly identified by the three group of respondents were: 1)promotion in position; 2) professional jealousy; 3)gossips / rumors; 4)attendance in INSETs and seminars; 5)teacher absenteeism; 6) principal's attitude to teacher needs and problems; 7) compliance and submission of required reports; 8)lack of parent /community support to school programs and projects; 8) school contribution; 9)pupils' non – compliance with homework / assigned tasks; 10)vandalism committed by pupils; 11)discipline among pupils; 12) parent non – attendance in school activities; 13)lack of parent support to class projects and 14)lukewarm attitude of teachers toward parents / community.

The problem also commonly rated "felt" by the three groups of respondents were also concluded. These problems were: 1) mediating party does

not know how to go about resolving conflicts o problems; 2)resorting to "padrino" a third party of certain conflicting party to help in their favor; 3) there is not much time to resolve conflicts because of office work; 4) disruption of classes and neglect of time on task policy; 5) mediator is bias; 6)conflict of schedules between the mediating party and conflicting parties; 7) parties involved in conflict settlement do not report for mediation.

#### Rationale

Conflict in the workplace happens every day and with the hectic, everchanging work environment, it is no wonder because conflict is so common that everyone especially school principals need to develop the skills necessary to manage conflict productivity. The good news when problems encountered in conflict management is properly managed, it provides a positive change that everyone to learn from each other to improve the work methods, builds team solidarity, and helps everyone in the workplace to handle conflict confidently and get positive results. This Proposed Management Training Program on Conflict Resolution and Settlement for Elementary School Principals hope to also provide knowledge and skills to recognize causes of workplace conflict and how to manage the work relationships once conflict has been resolved.

## **Objectives**

The ultimate goal of this proposed management training program is to introduce practical conflict resolution techniques and strategies that school managers can effectively utilize when managing conflict in the workplace equipping them with skills and knowledge of effective performance management that will greatly contribute to teachers' job satisfaction for quality learning outcomes of pupils.

This can be achieved with the following specific objectives: 1) discuss the different conflict management styles; 2)participate in and analyze simulation exercises in conflict resolution and conflict settlement; 3) exercise time management in workloads in order to attend to managing conflicts; 4) participate in team building relationship exercises in order to create a permissive and collaborative atmosphere in the workplace; 5) exemplify and explain principles in proper delegation of authority to enable staff and personnel to share responsibilities when work gets beyond his capacity; 6) internalize one's role in managing conflict; 7) discuss current resolution strategies; 8) describe methods of resolving conflicts; 9) differentiate conflict resolution from conflict settlement; and 10)strengthen school – community partnership through functional PTA's and school governing council.

## Features of the Program

This is the distinctive characteristic of the entire training program about the activities to be done, the period of delivery, to whom, and the methodologies to be employed for its quality and effective implementation.

## **Delivery Mechanism**

The conflict management training program along conflict resolution and resolution includes plenary sessions where inputs and queries will be treated, workshops on conflict resolution and settlement, simulation activities on team building, building morale and time management, brainstorming and feedbacking sessions. Moreover, workshops will be included to formulate a defensible principals' schedule and action plans.

<u>Time / Duration</u>. This Proposed Management Training Program on Conflict Resolution and Settlement for Elementary School Principals may be delivered in seven days or equivalent to 56 hours.

<u>Participants</u>. The participants will be all elementary school principals of the Division of Samar.

<u>Delivery Mode</u>. This proposed management and training program can be implemented through the office of Samar Division by conducting it to all elementary school principals. The venue will be at the Redaja Hall ,DepEd Division of Samar or as arranged. For its delivery mechanism, group dynamics

and other methodologies will be utilized to encourage and stimulate the participants to see the relationships and effects on them.

To properly facilitate the day's session, group officers will be selected. The timetable for the training program could be made flexible such that longer periods of the training could be adopted when needed. In the type of group-related activities, invitation of a resource person or professional who has expertise on the subject matter or topic can be made to enrich the session.

# Organizing for Implementation

This Proposed Management Training Program on Conflict Resolution and Resolution Settlement for Elementary School Principals is divided into three phases; the pre – implementation phase, the implementation phase, and the post implementation phase.

Pre-implementation phase. The pre-implementation phase is to ensure that the basic pre-requisites, documents and agreements are in place prior to the start of the training program. The highlight of this phase is to assists the implementation team in knowing background, scope and order of implementation, roles and responsibilities of the team members and other necessary needs that may arise during the training program. The following activities maybe done: 1)planning conference with the elementary school principals about the proposed management training program; 2)conduct advocacy and information dissemination about the management training

program; 3)organize / identify the resource speakers; 4) identify the prospective number of participants; 5) identify the venue.

<u>Implementation phase</u>. Implementation phase is the carrying out, execution or practice of plan, a method, or any design, idea, model, specification, standard or policy in doing something. As such implementation is the action that must follow any preliminary thinking in order for something to actually happen. Details of the management training program include the following:

Day 1

Title: Conflict Resolution Skills Workshop

**Duration:** 1 day

Conflict arguments and change are natural parts of our lives, as well as the lives of every organization. Conflict resolution—is a way of two or more parties to find a peaceful solution to a disagreement among them. The disagreement may be personal, financial, political or emotional. Conflict resolution through negotiation can be good for all parties involved. Often each side will get more by participating in negotiations than they would by walking away. Conflict—resolution is necessary to ensure the relationship with opponents for smooth relationships in the future.

The purpose of this training program, therefore is to produce a solution that all parties can agree to work as quickly as possible to find solutions and to improve not hurt, the relationship between the groups in conflict.

#### Schedule:

	Time	Topics
8:0	00-10:00	Overview of Conflict Resolution
10:	:00-10:15	Coffee Break
10:	:15-12:00	How to Communicate the Opposition?
1:	:00-2:00	Brainstorming, Choosing the Best Resolutions
2:	:00-3:00	Using a Third Party Mediator
3:	:00-4:00	Exploring Alternatives
4:	:00-5:00	Coping with Stressful Situations and Preserve Tactics

Day 2

Title:

**Conflict Settlement Workshop** 

Duration:

1 day

Conflict in the workplace might be inevitable as employees have different personalities, goals, and opinions. Learning to handle conflict efficiently is the key to promote harmonious relationship among employees.

Conflict is generally considered to be disagreements that involve negotiable interests. Such issues can be settled through negotiation, mediation or adjucation. Conflict settlement is primarily concerned with upholding established social norms (of right or wrong) and is aimed at bringing the dispute to an end, without necessarily dealing with its fundamental causes. Particularly disputes might be settled permanently to another similar or related conflicts that may arise later the underlying causes are still present.

The goal of conflict settlements is to intervene ways that can make the ongoing conflict more beneficial and less damaging particularly to school organization or workplace.

#### Schedule:

Time	Topics
	Identifying the Source of Conflict.
8:00-10:00	"Why did you fell upset?
10:00-10:15	Coffee Break
	Looking Beyond the Incident.
10:15-12:00	"What do you think happened here?
12:00-1:00	Lunch Break
	Requesting Solutions.
1:00-2:00	"How can you make things better between you?"
	Identifying Solutions Both Disputants Can Support.
2:00-3:00	"What solutions is best to both of you?"
	Agreement
3:00-4:00	"What will you do if problems arise in the future?"
	Workshop/presentation of outputs by group assigned to
4:00-5:00	each topic

## Day 3

Title: Effective Techniques for Building Morale in the Workplace

Duration: 1 day

This training program is necessary not only for elementary school principals but to managers of the different organizations. Employee morale proves to be detrimental to the organization in many aspects. The relationship between employee morale and organizational performance is closely related. When employees are satisfied with their job, they are motivated to work harder and contribute the best of their abilities toward the achievement of organizational goals. Keeping employee morale high is one of the best things can do to instill loyalty and maintain a productive workplace.

Workplace success or failure is directly linked to its employees morale. Maintaining high employee morale is an important task for managers particularly the elementary school principals. Knowing what motivate employees and boost morale can help a positive work environment.

#### Schedule:

8:00-10:45	Presentation/ discussion of different techniques				
	1. Recognize individual employee				
	<ol> <li>Show employees the results of their hard work.</li> <li>Give them responsibilities.</li> </ol>				
	4. Treat them as people				
	5. Make sure that top management is available, listening				
	and engaging.				
	<ul><li>6. Offer training.</li><li>7. Give small perks with personal impact.</li><li>8. Be transparent and keep staff on the loop at all times.</li></ul>				
	9. Make the office fun.				
	10. Ask employees what motivate them.				
10: 45-11:00	Coffee Break				
11:00-12:00	Sharing of ideas and experiences				
12:00-1:00	Lunch break				
1:00-5:00	Role play on the application of the different effective				
	techniques for building morale in the workplace.				

# Day 4

Title: Importance of Delegation

Duration: 1 day

Delegation of authority is a process in which the authority and powers are divided and shared amongst the subordinates. When the work of a manager gets beyond his capacity, there should be some system of sharing the work. This is how delegation of authority becomes an important tool in organization. Through

delegation a manager in fact, is multiplying himself by dividing his work with the subordinates.

### Schedule:

Time	Topics
8:00-10:00	Importance of Delegation
10:00-10:15	Coffee Break
10:15-12:00	Proper Delegation of Authority
12:00-1:00	Lunch Break
1:00-3:00	Principle of Delegation
3:00-4:00	Delegation and Decentralization
4:00-5:00	Presentation of group outputs

# Day 5

Title: Strengthening Partnership (School and Community)

Duration: 1 day

Partnership between schools, community organizations and agencies are helpful to create supports that enable children and pupils to learn and succeed. These partnership brings together diverse individuals and groups, including principals, teachers, parents and other community leaders to expand opportunities for children, families and communities.

Creating a successful community-school partnership is a complex, challenging and time-consuming task. To be effective, partnerships need to

engage in a thoughtful process to define a vision and clear goals.

"The problem of education is everybody's problem. Building literacy is our collective responsibility, so too, in improving the quality of or schools, our collective responsibility is a must. We must build bridges between schools and the home. We must build bridges between the school and the community". (2005)

Schools belong to the public, and the public is entitled to be informed about the operation of the school system. Schools best operate when they have positive relationship with the community.

#### Schedule:

Educators Congress).

Time	Topics
8:00-10:00	Community as a Context of Teaching and Learning
10:00-10:15	Coffee Break
10:15-12:00	Community Based Role of the Principals
12:00-1:00	Lunch Break
1:00-3:00	The School Community Partnership
2:00-3:00	The School Governing Council (SGC) and General PTA as School Partners
3:00-4:00	Harnessing School Support From Community
4:00-5:00	Workshop / presentation of outputs by group

Day 6

Title: Time Management

Duration: 1 day

This proposed training program is the act of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency and productivity. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals in complying with a due date.

#### Schedule:

Time	Topics
8:00-10:00	Setting Goals
10:00-10:15	Coffee Break
10:15-12:00	How to Prioritize Goals?
12:00-1:00	Lunch Break
1:00-2:00	Deciding Time to Allocate the Specific Goals
2:00-3:00	Adjusting Plans as They Change
3:00-4:00	Revitalizing the Goals and Priorities Regularly
4:00-5:00	Observing Results

Day 7

Title: Building Team Relationship

Duration: 1 day

Team building generally refers to the concept of organizing groups of employees into manageable units for various purposes. This is important for several reasons, including the culture teams in the organization. Building better teams is easier to do when the purpose is fully understood and how each member can contribute as member of the team. The primary purpose is to get workers engage in some types of collaborative efforts. Collaboration can stimulate creative thinking in organizations' environment and leads to new ideas

to increase profitability. This is necessary to unify workers around a task or goal. Team members can motivate one another and hold one another accountable. Team building has several benefits that can contribute particularly to school organizations aside from creating a competitive and collaborative atmosphere. For instance, team building can create an environment where team members support one another to help each individual reach his goals. Because team members are accountable to one another, they also share in the successes and failures of other team members. This can results in greater productivity in the long run.

#### Schedule:

Time	Topics
8:00-10:00	How to Build Highly Effective Teams
10:00-10:15	Coffee Break
10:15-12:00	Team Building Activities
12:00-1:00	Lunch Break
1:00-2:00	Types of Teams
2:00-3:00	Leading, Facilitating and Motivating
3:00-4:00	Enhancing Effectiveness and Performance of Teams
4:00-5:00	Evaluating Team Performance

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Post Implementation Phase: This refers to an assessment and review of the completed working solutions to be performed after a period of live running, sometime after the project / training has completed.

	Objectives and			R	Resource Requirement	irement	Means of
Activities	Verifiable	Strategies	Duration	Human	Material	Financial	Verification
	indicators						(MOVs)
. Conduct	Analyze the	Conduct a post	1 day	Supervisors	Evaluation	SEF,	Positive impact
impact	effect and	evaluation to		and	Sheets &	GPTA,	as seen
ion	of impact of the	ascertain if the		Elementary	forms,	MOOE	through the
the program.	program.	program is		School	bondpapers		principals'
		effective or not.		Principals			performance in
							school.
2. Initiate	Prepare plan to Continue to	Continue to	1 day	Supervisors,	Computer	SEF, local	Established
utionaliza	institutionaliza institutionalized conduct the	conduct the		Principal,	set, LCD	fund,	training
-tion plan.	the program.	program during		IIC		GPTA,	program for
		LAC sessions				MOOE	elementary
		,academic break or					school
		summer break.					principals.
3. Research	Conduct	Prepare an Action	2 days	EPS, DS,	Computer	SEF,	Submitted on
	research on	Plan for the		Elem.School	set, LCD,	MOOE	action research
	how to improve program	program		Principals,	bondpapers		proposal.
	program.	institutionalization.		HT, TICs			

## Resource Requirements

This part contains the summary of resources needed in financing the entire program to carry out the project tasks. These are people, equipment, facilities, materials, funding or anything else capable required for the completion of the training program activity. Allocation of limited resources is based on the priority given to each activity to ensure efficiency, possible - minimizing training duration and maximizing the use of resources available. The following are the specific information and cost estimates per training.

Training Duration : 7 days

Trainers / Speakers : DepEd Personnel, DepEd Legal Officer

Division Trainers, Guest Lecturers

Source of Fund : Registration Fees of Participants/

MOOE/SEF/PTA funds/Income from fund-

raising activities/ LGU funds

Registration Fee : ₱1,500.00

Number of Participants : 50 participants per training

Training Venue : Redaja Hall, DepEd Samar Division or as

Arranged

Venue Rental Per Training : ₱3,000.00x7 days = ₱21,000.00

Training Expenses	Quantity Required	Cost Estimate	Total
Trainers / Speakers	6 persons	PhP 2,500.00 (each person)	PhP 15,000.00
Food / Refreshments	110x14=1,540 snacks(2x a day)	PhP 1,540 snacks at 35.00 per serving	PhP 53,900.00
	110x17=770 lunch	770 lunch at PhP 80.00 per serving	PhP 61,600.00
Training supplies materials	15 pcs. folders	5.00	75.00
	15 pcs. ballpen	6.00	90.00
	15 pcs. paper fastener	1.00	15.00
	1 pc. glue	35.00	35.00
	1 pc. stapler	85.00	85.00
	5 boxes staple wire	15.00	15.00
	110 hand- outs (20 page each)	20.00	2,200.00
	110 pcs envelopes	7.00	700.00
	1 pc 4x8 tarpaulin, computer set, LCD, extension wires, etc.	2,500.00	2,500.00
Miscellaneous	Documentation, registration form, evaluation sheets, photocopying		5,000.00
<b>Total Expenses</b>			PhP 162,285.00

# **Monitoring and Evaluation**

Monitoring is a continuous assessment that aims at providing the detailed information on the progress or delay of the ongoing assessed activities. Monitoring is the oversight of the activity's implementation stage. Its purpose is to determine if the outputs deliveries and schedules planned have been reached so that action can be taken to correct the deficiencies as quickly as possible. It also serves to check progress against plans to check on how projects and program activities are progressing.

Evaluation on the other hand, is a systematic and objective assessment of an ongoing completed program or design implementation and results. The aim is to determine the relevance and fulfillment of objective/s, efficiency, effectiveness, impact and sustainability. Evaluation can also be used to promote new projects, get support from government, raise funds from public or private institutions and inform the general public on the different activities.

The common ground for monitoring and evaluation is that they are both management tool that help improve performance and achiever results. Its goal is to improve current and future management of outputs, outcomes and impact. Monitoring and evaluation establishes links between the past, present and future actions.

The objective, effectiveness, impact and implementation of the Proposed Management Training Program on Conflict Resolution and Settlement for

Elementary School Principals can be monitored and evaluated based from its: 1) content; 2)material; 3) significance; 4)activities; and 5)participation.

Likewise, the credibility and objectivity of monitoring and evaluation reports depend very much on the independence of the evaluator or evaluating team in charge. Their expertise and independence is a major importance for the process to be successful.

Direction: Please evaluate the content quality of the YES NO Comments for	Content Evaluation Checklist			
training by responding Yes or No to each of these questions below:  1. The content is based on job tasks.  2. Steps are broken down into detailed, how to instructions.  3. The content is targeted to the experience level of the participants.  4. "Nice to know" information is eliminated or reduced to a minimum  5. One-third of the time is spent on the presentation of content.  6. Two-third of the time is spent on the application (i.e. practice) of content and feedback.  7. Principles of adult learning are built into the training program.  8. The training materials are designed to suit the activities at hand.  9. The structure of the training follows the structure of the targets.  10. Exercises presented simulate the tasks at hand.  11. Activities help transfer skills learned as can be applied to the job.  12. Adequate time is spent on difficult-to-learn tasks.  13. The content is reviewed at regular intervals.  14. The trainings has been validated by technical experts and end users.		YES	NO	Comments for
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	14. The trainings has been validated by technical experts and			

Source: www.langevin.com

M	aterial Evaluation Checklist			
	rection: Please evaluate the quality of the training material used by responding Yes or No to each question below:	YES	NO	Comments for Improvements
1.	Does the material clearly state what its overall goals are?			
2.	Does the material clearly state the level of training (basic, intermediate, advanced)?			
3.	Are the underlying principles and values of the material clearly stated?			
4.	Is the format of the training well defined?			
5.	Is the training schedule well defined?			
6.	Are the training's setup needs well defined?			
7.	Does the material give references where participants can obtain additional information on the topic?			
8.	Does the material adequately cite the sources of its information?			
9.	Is the content of the material based on the best knowledge currently available?			
10	. Is the content of the material appropriate for the time allotted for the entire training program?			

Source: www.ispcan.org/resource/resmar/trainingcurricula/checklistforreview

Significance Evaluation Checklist			
Direction: Please evaluate the content significance or	YES	NO	Comments for
essence responding Yes or No to each of the	120		Improvements
following questions below.			
1. Does the program clearly identify the professional			
disciplines for which it is intended (mental health,			
medicine, legal, multidisciplinary, etc.)?			
2. Is the program appropriate for the intended participants?			
3. Are the examples and case stories of the program relevant to participants?	in the second		
4. Does the program address the local social, political,			
economic, and culture challenges that participants face?			
5. Does it address the barriers that may exist between			
disciplines in creating a coordinated approach to child			
abuse and neglect?	6 (L		
6. Does each section of the program clearly defined what			
its learning objectives are?		= 5	
7. Does the overview of the program clearly state what			
participants will know and be able to do as a result of			
participating in this training program?			
8. Are sessions of the program organized in a logical order?			
9. Is the content of the program organized in a logical order?			
10. Is the content that is presented in each section of the			
program appropriate for the time allotted to each section?			
11. Does the program's content adequately meet the stated			
learning objectives?			
12. Does it provide the opportunity to identify and explore			
the current realities, including strengths, resources and			
needs?			
13. Does it increase participants' knowledge of the discipline?			
14. Are sessions sufficiently developed?			
15. Are they appropriate to the local context?			

Source: http://c.ymcdn.com/sites/www.ispcan.org/resource/resmgr/training - curricula/checklist

Activities Checklist			
Direction: Please evaluate the quality of the learning activities used by responding Yes or No to each question below.	YES	NO	Comments for Improvements
1. Do the activities encourage an active trainee participation?			
2. Do the learning activities give trainees the opportunity to share their experiences on the topic?			
3. Does the activities use a variety of teaching methods?			
4. Are the activities clearly identified with the appropriate materials needed?			
5. Do the learning activities offer alternative exercises for facilitator selection?			
6. Are the materials needed to conduct the learning activities readily available?			
7. Do the learning activities contain materials for small group discussions?			
8. Are the materials needed to conduct the exercises clearly identified?			
9. Do the exercises reinforce the learning objectives?			
10. Do the learning exercises clearly explain their purpose?			

Source: www.ispcan.org/resource/resmar/trainingcurricula/checklistforreview

Fa	cilitator's Checklist			
Di	rection: Please evaluate the quality and competence of the facilitators by responding Yes or No to each of these questions below.	YES	NO	Comments for Improvements
1.	Does the facilitator's manual accompany the materials used in the training program?			
2.	Does the facilitator provide a clear background of the material used?			
3.	Does the material specify the skills and expertise needed to present the training?			
4.	Are the facilitators' notes and support sufficient to replicate the training by another facilitator?			
5.	Are facilitators' notes present throughout the material?			
6.	Are the facilitators' notes adequate? Do they provide sufficient information to present the training?			
7.	Does the material clearly identify additional resources needed to conduct the training?			
8.	Does the material advise the facilitator on how to adapt the training to the local setting and participant group?			
9.	Are the trainings materials presented in a fun and entertaining manner, to stimulate and maintain participants' interest?			
10.	Are the actions, plans, and strategies presented in the material realistic for the resources that are available?			

Source: http://www.ispcan.org/resource/resmar/trainingcurricula

Participation Evaluation Checklist			
Direction: Please evaluate the quality of participation of training participants by responding Yes or No to each question below.	YES	NO	Comments for Improvements
1. How well the training met participants' needs?		-,-L	
2. How well the training objectives were met?			
3. Does the material suggest next steps for learning and development?			
4. Do the various activities give participants the opportunity to share their experiences?			
5. Do the various activities encourage active trainee participation?			
6. Does the material solicit participant response throughout the training, so facilitators can continually assess the level of understanding?	1		
7. Does the material suggest possible follow-up activities with participants?			
8. Is the feedback provided by an evaluation on process useful for planning future training?			
9. What, if any, specific recommendations do you have on how this material should be used?			
10. Does the material include a process for participants to evaluate the training?			

Source: http://www.ispcan.org/resource/resmar/trainingcurricula

# A PROPOSED MANAGEMENTTRAINING PROGRAM ON CONFLICT RESOLUTION AND SETTLEMENT FOR ELEMENTARY SCHOOL PRINCIPALS

	DAY 7	Team Building Relationships	How to Build Effective Teams	Coffee break	Team Building	Activities	Lunch break	Types of	Teams		Leading,	Facilitating	and	Motivating	Teams									
	DAY 6	Time Management	Setting Goals	Coffee break	How to Prioritize	Goals?	Lunch break	Deciding Time to	Allocate the	Specific Goals	Adjusting Plans	as They Change												
IPALS	DAY 5	Strengthening Partnership	Community as a Context of Teaching and Learning	Coffee break	Community	Based Role of the Principals	Lunch break	The Schools	Community	Partnership	The SGC and	GPTA as	School	Partners										
SCHOOL PRINC	DAY4	Importance of Delegation	Importance of Delegation	Coffee break	Proper	Delegation of Authority	Lunch break	Principles of	Delegation															
FOR ELEMENTARY SCHOOL PRINCIPALS	DAY3	Effective Techniques for Building Morale in the Workplace	<ul> <li>Recognize individual employees</li> <li>Show</li> </ul>	employees the	results of their	hard work • Give them	responsibilities	<ul> <li>Treat them as</li> </ul>	people	<ul> <li>Make sure that</li> </ul>	top	management is	available	<ul> <li>Offer training</li> </ul>	<ul> <li>Give small</li> </ul>	perks with	personal	impact	<ul> <li>Be transparent</li> </ul>	<ul> <li>Make the office</li> </ul>	fun	<ul> <li>Ask employees</li> </ul>	what motivate	them
	DAY 2	Conflict Settlement Workshop	Identifying the Source of Conflict	Coffee break	Looking	Beyond the Incident	Lunch break	Requesting	Solutions		Identifying	Solutions Both	Disputants	Can Support										
	DAY1	Conflict Resolution Skills Workshop	Overview of Conflict Resolution	Coffee break	How to	Communicate the Opposition?	Lunch break	Brainstorming	and Choosing the	Best Resolution		Party Mediator.												
	TIME	Training Title	8:00-10:00	10:00-10:15	10:15-12:00		12:00-1:00	1:00-2:00			2:00-3:00													

DAY 7	Team Building nt Relationships	the Enhancing  Effectiveness  and	Performance of Teams	g Evaluating Team	Performance	EPS - Values and Education	tion	
DAY 6	Time Management	Revitalizing the Goals and Priorities	Regularly	Observing Results		Chief - Curriculum and	Implementat Division	-
DAY 5	Strengthening Partnership	Harnessing School Support from the	Community	Workshop/ presentation of	outputs per group	Chief - School Governance	ď	in or as arrange
DAY 4	Importance of Delegation	Delegation and Harnessing Decentralization   School Support from the		Presentation of group outputs		Assistant Schools	Division Superintendent	Rodaia Hall DenEd Samar Division or as arranged
DAY 3	Effective Techniques for Building Morale in the Workplace	Sharing of Ideas and Experience		Role play on the applicant of the	different effective techniques for building morale in the workplace	Schools Division	Superintendent	Redais Hall Den
DAY 2	Conflict Settlement Workshop	Agreement		Workshop/ presentation	of outputs each group assigned to each topic	DepEd Legal Officer		
DAY1	Conflict Resolution Skills Workshop	Exploring Alternatives		Copping with Stressful	Situations and Pressure Tactics	DepEd Legal Officer,Division	Trainers, Guest Lecturer	
TIME	Training Title	3:00-4:00		4:00-5:00		Resource Person/ Speaker	7	Vouno

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## APPENDICES

#### APPENDIX A

## LETTER REQUEST FOR APPROVAL OF DISSERTATION TITLE

CGS Form 12 Republic of the Philippinos
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbologian. Samar
Telephone Numbers: (055):542-3484(055):424-3894/(055)-251-2139
Webster: www.sty.edu.ch - 1 May11, 2015 of other Date Dr. Alfredo D. Docuro Dr. Ronald L. Orale Dr. Jose S. Labro Dr. Eusebio T. Pacator Dr. Simon P. Babatcon Jr. May I ask you to be a member of the committee to evaluate the attached Thesis/Dissertation title? Please give your comments and suggestions which you will discuss with the proponent. Thank you for your cooperation. Very truly yours. MARILYN D. GARDOSO, Ph.D. Dean, Collegis of Graduate Studies/ Vice Presiden) for Academic Affairs EVALUATION/RECOMMENDATIONS \$ 1 bod include the differt conflict argument by
the process (collected to approprial) and about 100 for #1 the organic above to in rule : GREY 4.8. Course the D. carli date with the same formity title Are

> Republic of the Philippines SAMAR STATE UNIVERSITY COLLEGE OF GRADUATE STUDIES Catbalogan City , Samar

> > May 11, 2015

MARILYN D.CARDOSO, Ph.D. Dean, College of Graduate Studies Samar State University Catbalogan City, Samar

Madam:

In my desire to start writing my dissertation, I have the honor to submit for approval one of the following research problems, preferably No. 1.

- CONFLICT MANAGEMENT STYLES OF THE ELEMENTARY SCHOOL PRINCIPALS
   IN THE DIVISION OF SAMAR.
- 2 THE ROLE OF LEADERSHIP STYLE ON MANAGING CONFLICTS OF SCHOOL PRINCIPALS IN THE DIVISION OF SAMAR.
- EFFECTS OF EXPERIENCES AND BELEIPS OF SCHOOL PRINCIPALS IN THE DIVISION OF SAMAR ON THE IMPLEMENTATION OF MOTHER - TONGUE BASED INSTRUCTION.

Thank you for your favorable action on this matter.

Very truly yours,

KNAM & HAN
ROWENA L RABON
Researcher

APPROVED:

| Injury |
MARILYN | CARDOSO, Ph.D.

Dean, College of Graduate Studies

#### APPENDIX B

## LETTER REQUEST FOR ASSIGNMENT OF ADVISER

CGS Form 13

#### Republic of the Philippines SAMAR STATE UNIVERSITY Catbalogan, Samar

## COLLEGE OF GRADUATE STUDIES

### ASSIGNMENT OF ADVISER

July 4, 2015

DR. ALFREDO D. DACURO Faculty Samar State University Catbalogan City

Sir:

Please be informed that you have been designated as adviser of Ms. Rowena L. Babon candidate for the degree in Doctor of Philosophy major in Educational who proposes to write a dissertation entitled "CONFLICT MANAGEMENT STYLES OF THE ELEMNTARY SCHOOL PRINCIPALS IN THE DIVISION OF SAMAR."

Thank you for your cooperation.

Very truly yours,

MARILYN D. CARDOSO, Ph. D. Denn, College of Graduate Studies/

Vice President for Academic Affairs

CONFORME:

DACURO., Ph. D.

l" copy - Dean's Office yal copy - Adviser 3<sup>rd</sup> copy - Researcher

#### APPENDIX C

#### LETTER TO THE DEAN



#### Republic of the Philippines SAMAR STATE UNIVERSITY COLLEGE OF GRADUATE STUDIES

Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-2139

Website: www.ssu.edu.ph



December 8, 2015

MARILYN D. CARDOSO, Ph.D.

Dean, College of Graduate Studies/ Vice President for Academic Affairs Samar State University Catbalogan City

Madam:

Greetings!

The undersigned researcher is currently conducting a dissertation entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for A Management Training Program ", as part of the requirements of the Degree Doctor of Philosophy Major in Educational Management".

In this regard, the researcher would like to seek permission from your good office to allow her to venture into the gathering of data needed in the study.

Hoping for a favorable action on this matter. Thank you and God speed.

Very truly yours,

( Sgd.) ROWENA L. BABON Researcher

#### APPENDIX D

## LETTER REQUEST FOR VALIDATION OF QUESTIONNAIRES



#### Republic of the Philippines SAMAR STATE UNIVERSITY COLLEGE OF GRADUATE STUDIES

Catbalogan, City
Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph



December 8,2015

The Schools Division Superintendent DepEd - Division of Catbalogan City Catbalogan City

Sir:

**Greetings!** 

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program".

In this connection, she requests permission from your good office to pilot test her research instrument in your division utilizing five key officials from among your Education Program Supervisors, five elementary school District Supervisors, five Elementary School Principals and ten Elementary School Teachers from Catbalogan 1 Central Elementary School respectively. Rest assured that the data that will be obtained from pilot testing will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA L. BABON Researcher

APPROVED: (Sgd.)CRISTITO A. ECO, CESO V1 Schools Division Superintendent

#### APPENDIX E

## LETTER REQUEST TO FIELD QUESTIONNAIRES TO RESPONDENTS



### Republic of the Philippines SAMAR STATE UNIVERSITY COLLEGE OF GRADUATE STUDIES

Catbalogan, City

Telephone Numbers: (055)-543-8394/(055)-251-21

Website: www.ssu.edu.ph

December 8, 2015
The Schools Division Superintendent
DepEd - Division of Samar
Catbalogan City

Sir:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her research instrument in your division. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA L. BABON Researcher

APPROVED:

(Sgd.) GORGONIO G. DIAZ, JR., Ph.D.,CESO V1 Schools Division Superintendent

#### APPENDIX F

#### LETTER REQUEST TO DISTRICT SUPERVISORS



#### Republic of the Philippines SAMAR STATE UNIVERSITY COLLEGE OF GRADUATE STUDIES

Catbalogan, City
Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph

December 11, 2015

The District Supervisor District of Tarangnan

Madam:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

( **Sgd.** ) **ROWENA E. DELABAJAN,Ph.D.** District Supervisor



Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph

December 11, 2015

The District Supervisor Districts of Daram 1 and Daram 11

Madam:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) JOSEFINA F. DACALLOS, Ed.D. District Supervisor



Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph

December 11, 2015

The District Supervisor District of Sta. Margarita 11

Sir:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) ALBERT U.CASTRO District Supervisor



#### LLEGE OF GRADUATE STU

Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph



The District Supervisor Districts of Sta. Margarita 1 and Sto.Nino

Sir:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) CESAR D. DEL ROSARIO District Supervisor



Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph

December 11, 2015

The District Supervisor Districts of Pinabacdao, Villareal 1 and 11

Madam:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

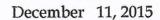
(Sgd.) TEODORA B. ABAIGAR, Ph.D. **District Supervisor** 



Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph



The District Supervisor Districts of Jiabong and Motiong

Madam:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) ZENAIDA L. CABUTIN, Ph.D. **District Supervisor** 



## Republic of the Philippines SAMAR STATE UNIVERSITY

### **COLLEGE OF GRADUATE STUDIES**

Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph

December 11, 2015

The District Supervisor Districts of Calbiga

Madam:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) ROSARIO A.BASTON **District Supervisor** 



Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph

December 11, 2015

The District Supervisor Districts of Basey 1

Madam:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) SONIA A. PATINDOL District Supervisor



Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph

December 11, 2015

The District Supervisor Districts of Basey 11

Sir:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) FELIPE C. DACUT District Supervisor

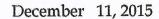


### Cathalagar City

Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph



The District Supervisor
Districts of Sta.Rita 1 and 11

Sir:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.)SULPICIO P.MALIBAGO District Supervisor



Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph



The District Supervisor District of Gandara 11 - Matuguinao

Madam:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.) ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) RENATO P. TALON, Ph.D. District Supervisor



Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph



December 11, 2015

The District Supervisor District of Tagapul-an

Madam:

**Greetings!** 

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) ERNA S.ORBESO **District Supervisor** 



## Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph

December 11, 2015

The District Supervisor District of Marabut

Madam:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.) ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) EDITA R.CALUMPIANO
District Supervisor



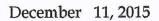
# Republic of the Philippines SAMAR STATE UNIVERSITY

### COLLEGE OF GRADUATE STUDIES

Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph



The District Supervisor Districts of Wright 1 and 11 -San Jose de Buan

Madam:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) TERESITA A. MABINGNAY District Supervisor



Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph



The District Supervisor Districts of Hinabangan and San Sebastian

Madam:

**Greetings!** 

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved:

(Sgd.) MA.RUBY A. CALONG **District Supervisor** 



# Republic of the Philippines SAMAR STATE UNIVERSITY

## COLLEGE OF GRADUATE STUDIES

Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph

December 11, 2015

The District Supervisor Districts of Zumarraga and Talalora

Sir:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

Approved: (Sgd.) JOSE NELSON M. LOZANO District Supervisor



#### Republic of the Philippines SAMAR STATE UNIVERSITY COLLEGE OF GRADUATE STUDIES

#### COLLEGE OF GRADUATE STUI

Catbalogan, City

Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph



The District Supervisor District of Almagro

Sir:

Greetings!

The undersigned is pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City and currently conducting a study entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program". The research respondents are the DepEd Key Officials, District Supervisors, Elementary School Principals, and Elementary Grade Teachers.

In this connection, she requests permission from your good office to conduct her study in your district. Rest assured that the data that will be obtained from this study will be kept with utmost confidentiality based on the standards of the research ethics and will solely be used to attain the objectives of this research investigation.

Thank you for considering this request with a favorable response. Best regards and more power!

Very truly yours,

(Sgd.)ROWENA LLAUDER - BABON Researcher

APPROVED:

(Sgd.) ROLANDO P.VIEJA District Supervisor

#### APPENDIX G

#### COVER LETTER OF THE QUESTIONNAIRE FOR THE RESPONDENTS



#### Republic of the Philippines SAMAR STATE UNIVERSITY COLLEGE OF GRADUATE STUDIES

Catbalogan, City
Telephone Numbers: (055)-543-8394(055)-251-213

Website: www.ssu.edu.ph

#### Dear Respondents,

Greetings!

The undersigned is presently conducting a research entitled "Conflict Management Styles of the Public Elementary School Principals and Job Satisfaction of Teachers in the Division of Samar: Basis for a Management Training Program".

In this connection, you have been chosen as a valued respondent to this study. Please help me obtain the pertinent data by answering the attached questionnaire to the best of your knowledge and ability.

Rest assured that your identity and the information you will give through this questionnaire will be kept confidential and will be used for research purposes only.

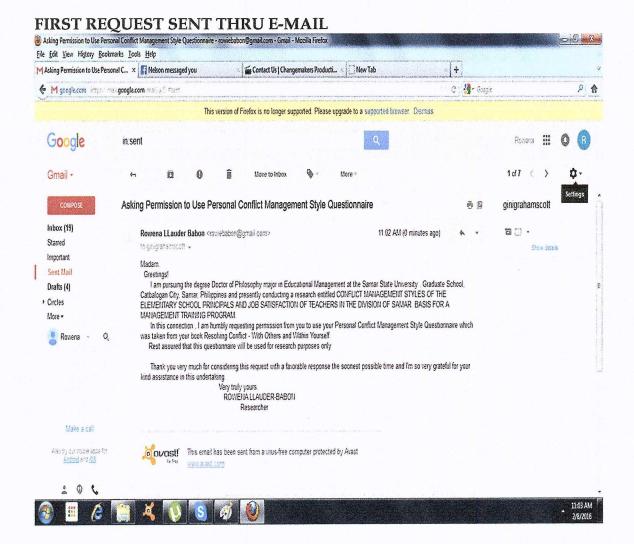
Thank you for considering this request with a favorable response and I am very grateful for your kind assistance in this undertaking.

Very truly yours,

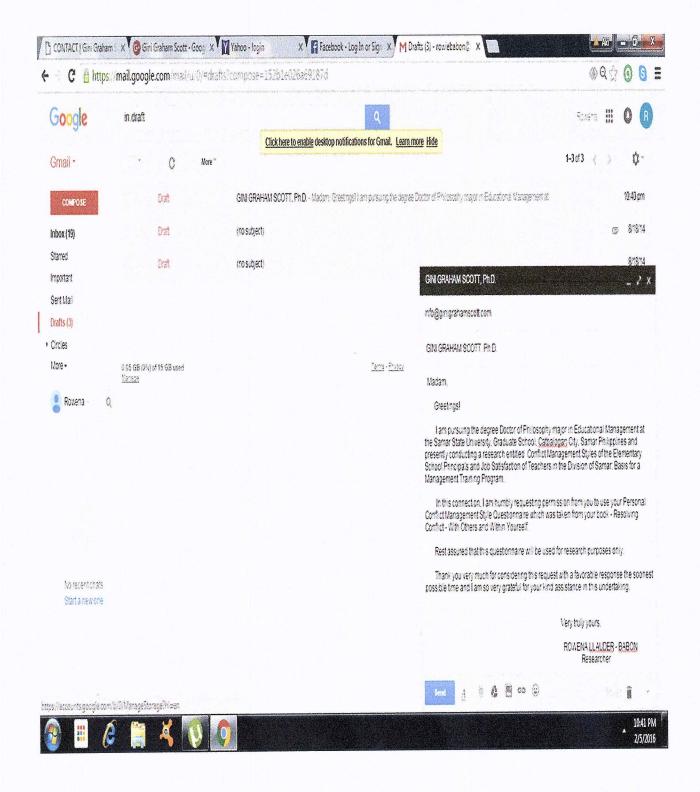
(Sgd.)ROWENA LLAUDER - BABON Researcher

#### APPENDIX H

#### PERMISSION REQUESTING TO USE THE PERSONAL CONFLICT MANAGEMENT STYLE QUESTIONNAIRE TO: DR.GINI GRAHAM SCOTT



#### SECOND REQUEST SENT TRHU E -MAIL



#### THIRD REQUEST SENT THRU FACEBOOK

Gini Graham Scott

+ New Message



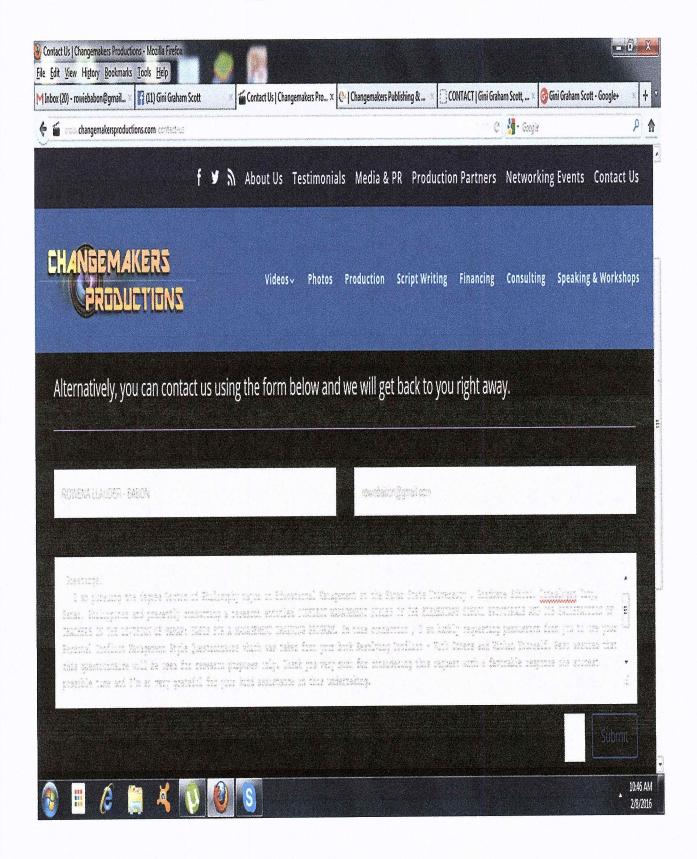
#### Rowie Llauder Babon

II AUDER-BABON

Madam.

Greetings! pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City, Samar, Philippines and presently conducting a research entitled CONFLICT MANAGEMENT STYLES OF THE **FLEMENTARY SCHOOL PRINCIPALS AND JOB** SATISFACTION OF TEACHERS IN THE DIVISION OF SAMAR: BASIS FOR A MANAGEMENT TRAINING PROGRAM. In this connection, I am humbly requesting permission from you to use your Personal Conflict Management Style Questionnaire which was taken from your book Resolving Conflict - With Others and Within Yourself, Rest assured that this questionnaire will be used for research purposes only. Thank you very much for considering this request with a favorable response the soonest possible time and I'm so very grateful for your kind assistance in this undertaking. ROWENA Very truly yours. Researcher

#### FOURTH REQUEST SENT THRU THE PUBLISHER



#### FIFTH LETTER REQUEST SENT THRU FAX MACHINE



# Republic of the Philippines SAMAR STATE UNIVERSITY COLLEGE OF GRADUATE STUDIES Catbalogan City



February 9, 2016 GINI GRAHAM SCOTT, Ph. D. American Author, Songwriter & Game Developer 3527 Mt. Diablo Blvd., # 273 Lafayette, CA 94549

Madam;

Greetings!

I am pursuing the degree Doctor of Philosophy major in Educational Management at the Samar State University, Graduate School, Catbalogan City, Samar, Philippines and presently conducting a research entitled "CONFLICT MANAGEMENT STYLES OF THE PUBLIC ELEMENTARY SCHOOL PRINCIPALS AND JOB SATISFACTION OF TEACHERS IN THE DIVISION OF SAMAR: BASIS FOR A MANAGEMENT TRAINING PROGRAM".

In this connection, I am humbly requesting permission from you to use your Personal Conflict Management Style Questionnaire which was taken from your book – Resolving Conflict –With Others and Within Yourself.

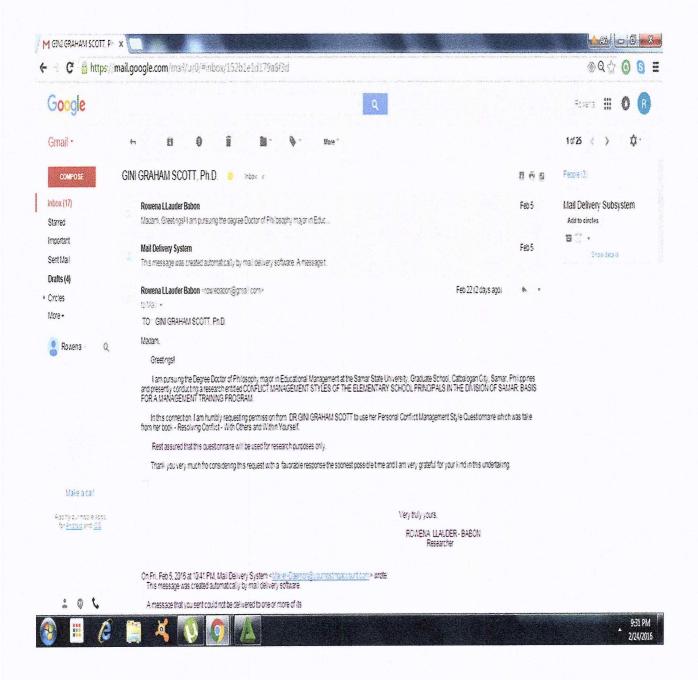
Rest assured that this questionnaire will be used for research purposes only.

Thank you very much for considering this request with a favorable response the soonest possible time and I am very grateful for your kind assistance in this undertaking.

Very truly yours,

ROWENA LLAUDER - BABON Researcher (rowiebabon@gmail.com.)

#### SIXTH REQUEST SENT THRU E-MAIL



#### APPENDIX I

# QUESTIONNAIRE FOR KEY OFFICIALS

#### Part I. PERSONAL PROFILE

<b>Direction:</b> Please write or	n or check the space provided the information asked for.
Position Title:	
Name:	
Age:	Sex: [ ] Male [ ] Female
Civil Status: [ ] Single	[ ] Married [ ] Widow/er [ ] Separated
[ ] Iglesia r [ ] Jehovah	nt ptist Day Adventist ni Kristo
Number of Members in	the Family:
	Spouse's income
	[ ] Baccalaureate Degree
In-service Trainings Atto	ended:
Level National Regional Division Administrative Experien	Number of Hours  ———————————————————————————————————

#### Part 11. CONFLICTS EXPERIENCED IN SCHOOL ORGANIZATION

**Direction:** Below are the possible conflicts that may be encountered by the school principals in school organizations. Which ones are true to you or which you have witnessed as key officials? Please check opposite the identified conflict or conflicts.

Concerned Group / Conflicts Response (✓)				
A. Among Teachers				
1. Professional jealousy				
2. Unhealthy competition(e.g. room structuring,				
beautification projects, presentations in convocation, etc.)				
3. Rumors / gossips				
4. Class achievement				
5. Promotion	8 <u>2010 (201</u> 0)			
6. Performance rating				
7. Teaching loads / time assignment				
8. Attendance in seminars, INSETs, etc.				
9. Pupils' misdemeanor				
10. Scholarship grant				
Others ( Please specify):				
B. Between Principals and Teachers				
1. Assignment of performance ratings				
2. Favoritism				
3. Teaching load assignments				
4. Teacher exploitation, extortion, harassment				
5. Compliance and submission of required reports				
6. Teacher absenteeism				
7. Attendance of teacher in seminar – workshop, INSETs	M-1000000000000000000000000000000000000			
8. Principals' attitude to teachers' needs, problems				
9. Teachers' indifference to his work				
10. MOOE, money issue				
Others (Please specify):				
C. Between Principal and Parents / Community	Alle a la l			
1. Selection of honor pupils				
2. Pupil absenteeism				
3. Parents' attendance in PTA meeting and other school				
activities				
4. School site controversy				

Concerned Group / Conflicts	Response (✓)
5. Principals' use of school / PTA funds	
6. Politicking in school / community	
7. School contribution	
8. Principals' lukewarm attitude to parents/ community	
9. Lack of parents' / community support to school	
programs / projects	
10. Lack of principals' support to parents'/community	
programs / projects	
Others (Please specify):	
D. Between Teachers and Pupils	
1. Pupil exploitation	
2. Pupil discrimination	
3. Teachers' assignment of grades	
4. Teachers' practice of favoritism	
5. Disobedience of pupils	· <u>· · · · · · · · · · · · · · · · · · </u>
6. Vandalism committed by pupils	-
7. Discipline among pupils	
8. Pupils' non – compliance with homework / assigned	
tasks	
9. Truancy	
10. Selection of honor pupils	
Others (Please specify):	
E. Determine Total and an I Demonto I Community	D
E. Between Teachers and Parents / Community	Response
<ol> <li>Favoritism ( Teachers' practice of favoritism)</li> <li>Pupil exploitation</li> </ol>	
3. Pupil discrimination	
<ol> <li>Lukewarm attitude of teachers in dealing with parents         / community     </li> </ol>	(A Short
5. Excessive / unauthorized contribution	
6. Parents' non – attendance in school activities	
7. Teachers' assignment of honor pupils	
8. Corporal punishment (Teachers' practice of corporal	
punishment)	
9. Lack of teacher support to parents' projects	I ————————————————————————————————————
10. Lack of parent support to class project	
Others (Please specify ):	

# Part III. PROBLEMS ENCOUNTERED BY PRINCIPALS IN CONFLICT MANAGEMENT

Directions: Below are problems that are encountered by principals in conflict management. Which ones have you witnessed being encountered/experienced by the school principals? Please check the problem and the extent to which you feel about it using the scale below.

- 5 Extremely felt (EF)
- 4 Felt (F)
- 3 Moderately felt (MF)
- 2 Slightly felt (SF)
- 1 Not a problem (NP)

and the second				,		
	Problems Encountered	EF	F	MF	SF	NP
		(5)	(4)	(3)	(2)	(1)
1.	There is not much time to resolve conflicts because of office	1.1-1,0				
	work.					
2.	Conflicts are deeply rooted on family/ relative relationship					
	that existed years ago.					
3.	Parties involved in conflict settlement do not report for					
	mediation.	12				
4.	Mediator is bias.					
5.	Conflict of schedule between the mediating and the conflicting					
	parties.					
6.	Resorting to "padrino" or third party of some conflicting				- 1 1	
	parties to help in their favor.					
7.	Disruption of classes and neglect of time on task policy.					
100	Mediating party does not know how to go about resolving	2132	-		7 =	
	conflicts or problems.	- 1			fy .	
9	Focus on the perceived problem per se, not on probable cause.					
	Long -term solution is not arrived at, thus, conflicts recur					
10.	again and again.		100			
11	"Ningas - kugon" attitude of principal - or third party		-	-		
11.	mediator.		- 1	114		
10						
12.	Unmindful attitude of principal – mediator cause the conflict					
10	to remain unsolved before it is given attention.					
13.	Third – party mediator usually favors the principal if he is the		111	17		
	subject in the conflict.					
	No competent documentor of proceedings.					
15.	Lots release of resolutions report/ decision due to lack of	' -	- 13			H 2 T 1 _ 1
	computers / typewrites.					
16.	Others (Please specify):					

Thank you very much,

#### APPENDIX J

## QUESTIONNAIRE FOR PRINCIPAL-RESPONDENTS

#### Part I. PERSONAL PROFILE

Direction: Please write of			
Name of School/District			_School ID:
Name:			
Age:	Sex: [ ] Male	[ ] Female	
Civil Status: [ ] Single	[ ] Married [	] Widow/er	[ ] Separated
[ ] Iglesia r [ ] Jehovah	nt ptist Day Adventist ni Kristo		
Number of Members in	the Family:		
Family Income Per mont	<b>h (Amount):</b> Your	income	
		se's income	
	Other	s	
Educational Qualification	n: [ ] Ph.D./Ed.D.   [ ]CAR in Ph.D   [ ] Ph.D./Ed.D.   [ ] MA/MS/M   [ ] CAR in MA,   [ ] MA/MS/M   [ ] Baccalaurea	Degree ./Ed.D. . Units AT/MAEd Deg /MS/MAT/MA AT/MAEd Uni	gree AEd
	NT 1	CII	
<u>Level</u> National	Number o	t Hours	
Regional			
Division			
Administrative Experien	ce: ( including HT	)• Years	

<ul><li>[ ] Central Elementary</li><li>[ ] Barangay Elementary</li></ul>

#### Part II. CONFLICTS EXPERIENCED IN SCHOOL ORGANIZATION

**Direction:** Below are the possible conflicts that may be encountered in school organizations. Which ones are true to you or which you have witnessed in your school? Please check opposite the identified conflict or conflicts.

		Confinct of Confincts.	
Co	nce	erned Group / Conflicts	
A.	An	nong Teachers	Response (√)
		Professional jealousy	
		Unhealthy competition (e.g. room structuring,	
		beautification projects, presentations in convocation, etc.)	
	3.	Rumors / gossips	
		Class achievement	
	5.	Promotion	
	6.	Performance ratings	
	7.	Teaching loads / time assignment	
	8.	Attendance in seminars, INSETs, etc.	
	9.	Pupils misdemeanor	
	10.	Scholarship grant	
Ot]	ners	s (Please specify) :	
В.	Bei	tween Principal and Teachers	Response
			1
		Favoritism	
		Teaching load assignments	Ball Harris
	4.	Teacher exploitation, extortion, harassment	
	5.	Compliance and submission of required reports	
		Teacher absenteeism	
	7.	Attendance of teachers in seminar - workshops, INSETs	
		Principals attitude to teachers' needs, problems	
		Teachers' indifferent to his work	
	10.	MOOE, money issues	
Ot		s (Please specify):	
			Resnonse

C	onc	erned Group / Conflicts	
C.	Bet	ween Principal and Parents / Community	
	1.	Selection of honor pupils	
	2.	Pupil absenteeism	
	3.	Parents' attendance in PTA meeting and other school	
		activities	
		School site controversy	
		Principals' use of school / PTA fund	
		Politicking in school / community	
		School contribution	
		Principals' lukewarm attitude to parents / community	
	9.	Lack of parents' / community support to school	
		programs / projects	
	10.	Lack of principals support to parents' / community	
		program / projects	
Ot	her	s (Please specify) :	
D.	Be	tween Teachers and Pupils	Response
	1.	Pupil exploitation	
		Pupil discrimination	
	3.	Teachers' assignment of grades	
	4.	Teachers' practice of favoritism	
	5.	Disobedience of pupils	
	6.	Vandalism committed by pupils	
	7.	Discipline among pupils	
	8.	Pupils' non - compliance with homework / assigned	
		tasks	
	9.	Truancy	
	10.	Selection of honor pupils	
Ot	her	(Please specify):	
E	D.	etween Teachers and Parents / Community	Response
ەنـار	1.		Response
	2.		
		Pupil discrimination	
	4.		
	1.	/ community	
	5	Excessive / unauthorized contribution	
		Parents' non – attendance in school activities	
	7	Toachore' assignment of honor nunils	

8. Corporal punishment ( Teachers' practice of corporal punishment)
9. Lack of teacher support to parents' projects
10. Lack of parent support to class project
Others (Please specify ):
Part III. CONFLICT MANAGEMENT STYLE SURVEY
Direction: This Conflict Management Style Survey has been designed to help you more of your personal approach to conflict. In this questionnaire you are presented with twelve situations that you are likely to encounter in your personal and professional lives. Each situation has five possible responses. You can allocate the ten points between each possible response(s), with the highest number of points indicating your strongest response. You can allocate ten points as you wish as long as the total for each situation is ten (so for example, you can allocate ten points for 1 response and zero for the rest.
<b>SITUATION A</b> : Upon experiencing strong feelings in a conflict situation you would:
<ul> <li>1. Enjoy the emotional release and exhilaration.</li> <li>2. Enjoy the strategy and challenge the conflict.</li> <li>3. Become serious about how others are feeling and thinking.</li> <li>4. Find it frightening, expecting that someone will get hurt.</li> <li>5. Become convinced that there is nothing you can do to resolve issue.</li> <li>Total</li> </ul>
SITUATION B: Consider the following statements and rate them of how characteristic they are of your personal beliefs.
<ul> <li>6. Life is conquered by those who believe in winning.</li> <li>7. Winning is rarely possible in conflict.</li> <li>8. No one has the final answer, each has a piece to contribute.</li> <li>9. In the last analysis it is wise to turn the other cheek.</li> <li>10. It is useless to attempt to change a person who seems locked into an opposing view.</li> <li>10.</li> </ul>

SITUATION C: What is the result you can expect from conflict?	
11.Conflict helps people face the fact that one answer is better the others.	an
<ul> <li>12.Conflict results in canceling out extremes of thinking so that strong middle ground can be reached.</li> <li>13. Conflict clears the air and enhances commitment and results.</li> <li>14. Conflict demonstrates the absurdity of self- centeredness ar draws people closer together in their commitment to each other</li> <li>15. Conflict lessens complacency and assigns blame where belongs.</li> <li>Total</li> </ul>	nd
SITUATION D: When you are the person with the greater authority in conflict you would:	a
<ul> <li>16. Put it straight, letting the other know your view.</li> <li>17. Try to negotiate the best settlement you can get.</li> <li>18. Ask to hear the other feelings and seek to find a position bo might be willing to try.</li> <li>19. Go along with the other providing support where you can.</li> <li>20. Keep the encounter impersonal, citing rules if they apply.</li> <li></li></ul>	th
SIUATION E: When someone you care for takes an unreasonable position you would:	on
<ul> <li>21. Tell him/her/ them directly that you don't like it.</li> <li>22. Let him/ her/ them know casually and subtly that you are n pleased, distract them with humor, and avoid a direct clash confrontation.</li> <li>23. Call attention to the conflict and try to find a mutual acceptable solution.</li> <li>24. Try to keep your misgivings to yourself.</li> <li>25.Let your actions speak for you by indicating lack of interest.</li> <li>Total</li> </ul>	/
<b>SITUATION F:</b> When you become angry at a friend or a colleague you would:	
<ul> <li>26. Just explode without giving it much thought.</li> <li>27. Try to smooth things over with a good story.</li> <li>28. Express your anger and invite him/ her/ them to respond.</li> </ul>	

29. Compensate for your anger by acting the opposite of how you feel30. Remove yourself from the situation. Total
SITUATION G: When you find yourself disagreeing with other members of a group on an important issue you would:
<ul> <li>31. Stand by your convictions and defend your position.</li> <li>32. Appeal to the logic of the group hoping to convince at least the majority that you are right.</li> <li>33. Explore agreements and disagreement in the group and search for alternatives to accommodate everybody's view (s).</li> <li>34. Go along with the rest of the group.</li> <li>35. Not participate in discussion and not feel bound by any agreement reach.</li> <li>Total</li> </ul>
SITUATION H: When a single group member takes a position in opposition to the rest of the group you would:
<b>SITUATION I:</b> When you see a conflict emerging in a group you would:
<ul> <li>41. Push for a quick decision and ensure the task is completed.</li> <li>42. Avoid outright confrontation by moving the discussion towards a middle ground.</li> <li>43. Share with the group your impression of what is going on so that the nature of the impending conflict can be discussed.</li> <li>44. Forestall or divert the conflict before it emerges by relieving the tension with humor.</li> <li>45. Stay out of it as long as it is no concern to you.</li> <li>Total</li> </ul>

SITUATION J: In handling conflict between your group and another you would
<ul> <li>46. Anticipate areas of resistance and prepare responses to objections prior to open conflict.</li> <li>47. Encourage your group to be prepared by identifying in advance areas of mutual interest.</li> <li>48. Recognize that conflict is healthy and press for identification of shared concerns and / or goals.</li> <li>49. Promote harmony on the grounds that the only result of conflict is the destruction of friendly relations.</li> <li>50. Have your group submit the issue to a reliable outsider for discussion.</li> <li>510.</li> </ul>
SITUATION K: In selecting a representative of your group to represent you in discussion with another group you would choose a person who:
<ul> <li>51. Has a good knowledge of your position and would press vigorously for your point of view.</li> <li>52. Would see that most of your judgments were incorporated into any final agreements without alienating too many in either group.</li> <li>53. Would best represent the ideas of your group, reflect on the judgments of.</li> <li>54. Is most skillful in interpersonal relations and would be most cooperative in approach to another group.</li> <li>55. Would represent your group's position accurately, but not oblige it to significantly changed position.</li> <li>570.</li> </ul>
SITUATION L: In your view, what is the most likely reason for one group to fail to cooperate with another?
56. Lack of a clearly stated position or failure to back up group's position57. Tendency of group to force their representatives to abide by the groups' decision as opposed to promoting flexibility which would allow compromise58. Tendency of groups to enter negotiations seeking to win their side's case.

_59. L	ack (	of motivat	ion among	the	group's	s membe	rship to	live
pea	acefu	lly or coop	eratively w	ith the	other	group.		
_60. Ir	respo	onsible ber	navior amor	ng the	group	's leaders	ship resu	ılting
in	the	leader(s)	following	their	own	interest	rather	than
			ues involved					
_Total								

# INDIVIDUAL RATING SHEET

#### STYLE FOR MANAGING CONFLICT

V (Competitive)	W (Compromising)	X (Collaborating)	Y (Avoiding)	Z (Accommodating)
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
TOTAL				

# PART IV. PROBLEMS ENCOUNTERED BY PRINCIPALS IN CONFLICT MANAGEMENT

Directions: Below are problems that are encountered by principals in conflict management. Which ones have you encountered/experienced in management of conflicts in your school. Please check the problem and the extent to which you feel about it using the scale below.

- 5 Extremely felt (EF)
- 4 Felt (F)
- 3 Moderately felt (MF)
- 2 Slightly felt (SF)
- 1 Not a problem (NP)

	Problems Encountered	EF (5)	F (4)	MF (3)	SF (2)	NP (1)
1.	There is not much time to resolve conflicts because of office works.					
2.	Conflicts are deeply rooted on family/ relative relationship that existed years ago.					
3.	Parties involved in conflict settlement do not report for mediation.					
4.	Mediator is bias.					
5.	Conflict of schedule between the mediating and the conflicting parties.					
6.	Resorting to "padrino" or third party of some conflicting parties to help in their favor.					
7.	Disruption of classes and neglect of time on task policy.					
8.	Mediating party does not know how to go about resolving conflicts or problems.				***************************************	
9.	Focus on the perceived problem per se, not on probable cause.					
10	. Long -term solution is not arrived at, thus, conflicts recur again and again.					

Problems Encountered	EF (5)	F (4)	MF (3)	SF (2)	NP (1)
11. "Ningas – kugon" attitude of principal - or third party mediator.					
12. Unmindful attitude of principal – mediator cause the conflict to remain unsolved before it is given attention.					
13. Third – party mediator usually favors the principal if he is the subject in the conflict.					
14. No competent documentor of proceedings.					
15. Lots release of resolution report/decision due to lack of computers / typewriters.					
16. Others (Please Specify):					

Thank you very much.

The Researcher

#### APPENDIX K

## QUESTIONNAIRE FOR TEACHER-RESPONDENTS

#### Part I. PERSONAL PROFILE

<b>Direction:</b> Please write or	n or check the space provided the information asked for
Name of School/District:	School ID:
Name:	
Age:	Sex: [ ] Male [ ] Female
Civil Status: [ ] Single	[ ] Married [ ] Widow/er [ ] Separated
[ ] Iglesia n [ ] Jehovah	nt ptist Day Adventist ni Kristo
Number of Members in	the Family:
Family Income Per mont	h (Amount): Your income Spouse's income Others
Educational Qualificatio	n: [ ] Ph.D./ Ed.D. Degree [ ] CAR in Ph.D. [ ] Ph.D./Ed.D. Units [ ] MA/MS/MAT/MAEd Degree [ ] CAR in MA/MS/MAT/MAEd [ ] MA/MS/MAT/MAEd [ ] Baccalaureate Degree
In-service Trainings Atte	ended:
<u>Level</u> National Regional Division	Number of Hours

Teaching I	Experience: Years Months	
School Ass	ignment: [ ] Central Elementary [ ] Barangay Elementary	
Part II. CO	NFLICTS EXPERIENCED IN SCHOOL ORGANIZA	TION
Direction:	Below are the possible conflicts that may be encoun organizations. Which ones are true to you or will witnessed in your school? Please check opposite conflict or conflicts.	hich you have
Concerned	Group / Conflicts	
<ol> <li>Unhbeau</li> <li>Run</li> <li>Class</li> <li>Pron</li> <li>Perf</li> <li>Teac</li> <li>Atte</li> <li>Pup</li> <li>School</li> </ol>	essional jealousy lealthy competition (e.g. room structuring, lealthy projects, presentations in convocation, etc.) lealthy gossips les achievement	Response (\(\strict{\sqrt{\gamma}}\)
B. Betwee  1. Assi 2. Fave 3. Teac 4. Teac 5. Con 6. Teac 7. Atto 8. Prir 9. Teac 10. MO	n Principals and Teachers  Ignment of performance ratings  Principals and Teachers  Ignment of performance ratings  Principals are serious assignments  Principal of performance ratings  Principal of performance	Response

# Concerned Group / Conflicts

C.	Bel	ween Principal and Parents / Community	Response
	1.	Selection of honor pupils	
		Pupil absenteeism	
	3.	Parent's attendance in PTA meeting and other school	
		activities	
		School site controversy	
	5.	Principal's use of school / PTA funds	
	6.	Politicking in school / community	
	7.	School contribution	
		Principal's lukewarm attitude to parents / community	
	9.	Lack of parents / community support to school	
		programs / projects	
	10.	Lack of principal's support to parents' / community	
		programs / projects	
Ot:	her	s (Please specify) :	
Б	D	turning Tarahama and Dunila	Response
υ.		tween Teachers and Pupils	Response
		Pupil exploitation	<u> </u>
		Pupil discrimination	
		Teachers' assignment of grades	
	4.	Teachers' practice of favoritism	
		Disobedience of pupils	
		Vandalism committed by pupils	
	7.	Discipline among pupils	
	8.	Pupils' non - compliance with homework / assigned	
		tasks	
		Truancy	
	10	Selection of honor pupils	
O	the	rs (Please specify):	
E	D-	tween Teachers and Parents / Community	Response
E.		Favoritism (Teachers' practice of favoritism)	
	1.		
	2.	Pupil diagrimination	
	3.	Pupil discrimination	
	4.	Lukewarm attitude of teachers in dealing with parents /	
	_	community	
	5.	Excessive / unauthorized contribution	
	6.	Parents' non – attendance in school activities	
	7.	Teachers' assignment of honor pupils	

Concerned Group / Conflicts	
8. Corporal punishment (Teachers' practice of corporal	
punishment)	
9. Lack of teacher support to parents' projects	
10. Lack of parent support to class project	
Others (Please specify ):	

## PART III. LEVEL OF JOB SATISFACTION

**Direction:** Below are the indicators of job satisfaction of teachers. Which one you feel described your satisfaction in teaching where you are assigned? Check opposite each indication the indicators which apply to you using the scale below.

5	_	Extremely satisfied	(ES)
---	---	---------------------	------

4 - Satisfied (S)

3 - Moderately satisfied (MS)

2 - Slightly satisfied (SS)

1 - Not satisfied (NS)

Indicators of Job Satisfaction		S (4)	MS (3)	SS (2)	NS (1)
Work itself		- "			
<ol> <li>Work is challenging an rewarding.</li> </ol>	nd				
2. The job of teaching children motivates me to stay.	en				
<ol> <li>Subject loading and oth assignments are reasonable as convenient.</li> </ol>					
4. I receive adequate trainings handle my tasks.	to				
<ol><li>Career pathing is clear and desirable.</li></ol>	nd	2 -			
<ol> <li>I fully understand my function because of proper training as support</li> </ol>					
Security					

	Indicators of Job Satisfaction	ES (5)	S (4)	MS (3)	SS (2)	NS (1)
	1. My job gives me security for my family.	` /				
	2. The school gives several benefits like thirteenth month bonus, allowance, medical and dental month bonus, allowance, medical and dental services and					
	etc. 3. My job gives me feeling of comfort and belongingness.					
	4. I am secure in the thought that there are no attempts to replace me.					
	5. My job gives me opportunities for advancement.					
	6. My job promises sufficient retirement benefit.	-11-20, W				
Sal	ary					
1.	The compensation that I receive is commensurate to the efforts that I exert.					
	My compensation gives me sufficient purchasing power.					
3.	My salary provides the members of my family with everything that they need.					
	My compensation enables me to cope with the cost of living.					
	With my compensation, I can send my children to the good schools. My compensation encourage me to work hard for the school.					
Wo	ork Environment					
<ol> <li>1.</li> <li>2.</li> </ol>	My relationship with my school head is very wholesome. My school head is considerate and kind.					
3.	There is harmony among teachers in this school.					

	Indicators of Job Satisfaction	ES (5)	S (4)	MS (3)	SS (2)	NS (1)
4.	Teachers work together as a team.					
5. 6.	The atmosphere in this school is conducive to work efficiently.  The physical condition of classroom					
o. 	is adequate.					
Su	pervision					
1.	The orders that I get from my school head is consistent and clear.					
2.	My school head encourages me to offer suggestions to improve my work.					
3.	My school head encourages me to try out better methods of accomplishing my tasks.					
4.	My school head gives me definite guidelines of what they expect of me.					
5.	I am informed of the guidelines for promotions.					
6.	I am permitted to make important decisions in connection with my work					
O	rganization Policies and Practices					
1.	definitions of our schools goal.					
2.	A complete definition of objectives and goals is given to each of us.  I know the role of our school in the					
3.	tasks of national development					
4.	sense of pride.					
5.	I have a clear concept of the work that I am doing to accomplish the goals of our school.					
6.	Our system of downward, upward and lateral communication is systematic.					

# PART IV. PROBLEMS ENCOUNTERED BY PRINCIPALS IN CONFLICT MANAGEMENT

Directions: Below are problems that are encountered by principals in conflict management. Which ones have you witnessed being encountered/experienced by your principal. Please check the problem and the extent to which you feel about it using the scale below.

- 5 Extremely felt (EF)
- 4 Felt (F)
- 3 Moderately felt (MF)
- 2 Slightly felt (SF)
- 1 Not a problem (NP)

	Problems Encountered	EF (5)	F (4)	MF (3)	SF (2)	NP (1)
1.	There is not much time to resolve conflicts because of office works.					
2.	Conflicts are deeply rooted on family/ relative relationship that existed years ago.					
3.	Parties involved in conflict settlement do not report for mediation.					
4.	Mediator is bias.			No. 1000 Sealth School		
5.	Conflict of schedules between the mediating and conflicting parties.					
6.	Resorting to "padrino" or third party of some conflicting parties to help in their favor.					
7.	Disruption of classes and neglect of time on task policy.			- 1		
8.	Mediating party does not know how to go about resolving conflicts or problems.					
9.	Focus on the perceived problem per se, not on probable cause.					<u>l</u>
10.	Long-term solution is not arrived at, thus, conflicts recur again and again.					

Problems Encountered	EF (5)	F (4)	MF (3)	SF (2)	NP (1)
11. Ningas - kugon" attitude of principal - or third party mediator.					
12. Unmindful attitude of principal mediator cause the conflict to remain unsolved before it is given attention.					
13. Third – party mediator usually favor the principal if he is the subject in the conflict.					
14. No competent documentator of proceedings.					
15. Lots release of resolution report / decision due to lack of computers / typewiter					
16. Others (Please Specify):					

Thank you very much.

The Researcher

# CURRICULUM VITAE

#### **CURRICULUM VITAE**

Name : Rowena Llauder Babon

Date of Birth : March 12, 1973

Place of Birth : Bagsa, Paranas, Samar

Present Position : Elementary School Principal 11

Station : Pabanog Elementary School

Paranas, Samar

Civil Status : Married

Husband : Arturo Dadia Babon

Children : Penelope, Alistair, Bryll

#### **EDUCATIONAL ATTAINMENT**

Elementary : Wright I Central Elementary School

Paranas, Samar

1979-1985

Secondary : Wright Vocational School

Paranas, Samar

1985-1989

College Education : Samar College

Catbalogan, Samar

1989-1992

Graduate Studies : Samar State Polytechnic College

Catbalogan, Samar

1995-1997

Diploma Certificate in Teaching Science

Leyte Institute of Technology

Tacloban City 1997-1999 Language Teaching (6 units) Leyte Normal University Tacloban City 2005

Master of Arts in Elementary Education

Samar State University Catbalogan City, Samar

2010-2011

Curriculum Pursued: Doctor of Philosophy Specialization:

**Educational Management** 

Samar State University

Catbalogan City

#### CIVIL SERVICE ELIGIBILITY

Philippine Board Examination for Teachers (PBET) Catbalogan, Samar - October 25, 1992

Principals Management Aptitude Test (PMAT) Tacloban City - February 13, 2009

#### TEACHING EXPERIENCE/ POSITIONS HELD

Elementary Grade Teacher 1 Sto. Niño Brgy. School

Paranas, Samar

December 16, 1993 – July 15, 1994

Hiduroma Brgy. School Elementary Grade Teacher 1

San Jose de Buan, Samar

July 16, 1994 - November 27, 1994

Elementary Grade Teacher 11 Mangcal Brgy School

Paranas, Samar

November 28, 1994-July 1, 1999

Pequit Elementary School Elementary Grade Teacher 111

Paranas, Samar

July 2, 1999 - July 27, 2001

Elementary Grade Teacher 111 - Wright I Central Elementary School

Paranas, Samar

July 28, 2001 – February 12, 2004

Master Teacher 1 - Wright I Central Elementary School

Paranas, Samar

February 13, 2004 - February 11, 2007

Master Teacher II - Wright I Central Elementary School

Paranas, Samar

February 12, 2007 – November 16, 2010

Master Teacher 11 / TIC - Lokilokon Elementary School

Paranas, Samar

November 17, 2010 - January 2, 2011

Elem. School Principal 1 - Lokilokon Elementary School

Paranas, Samar

January 3, 2011 - December 1, 2013

Elem. School Principal 11 - Pabanog Elementary School

Paranas, Samar

December 2, 2013 to Present

#### AWARDS/RECOGNITION RECEIVED

Certificate of Recognition - Division Pasidungog Meritorious

Award as 3<sup>rd</sup> Place Top Performing Schools in Mathematics SSU Mercedes

Campus December 17, 2014

Certificate of Recognition - Activity Officer

1st Provincial BSP Commissioners Jamboree

Buri Airport, Catbalogan Samar September 28 to October 01, 2014

Certificate of Recognition - Outstanding Performance

On Promoting School & Community

Partnership

District of Wright 1 September 5, 2014 Certificate of Recognition

- Resource Speaker

District Seminar on the Implementation of Training and Development System (T & D ) Wright I Central Elementary

School, Paranas, Samar September 7, 2014

Certificate of Recognition

Resource Speaker

District Conference on the Utilization of

NAT Results and Standardized Administration Wright 1 Central

Elementary School March 19, 2014

## SEMINARS/TRAININGS/WORKSHOPS ATTENDED

Orientation Training Workshop on Early Language Literacy and Numeracy Milka Hotel, Tacloban City October 10 – 19, 2015

Division Training Workshop on Learners Information System for BOSY 2015-2016

Redaja Hall, Catbalogan City June 3, 2015

Division District - Based Teachers Meeting on Senior High School Advocacy

Wright 1 Central Elem. School May 14- 15, 2015

Division Orienttion- Workshop on the Implementation of the RPMS

Redaja Hall, Catbalogan City April 21, 2015

Division Conference Workshop on the Implementation of SMEA

Redaja Hall, Catbalogan City April 20, 2015

District Training on Music and Arts in the K to 12 Curriculum

Wright 1 Central Elem. School October 23 – 25, 2015

Division Training of Headstart and Inclusive Education for School Administrator February 19 -21, 2015 Jardin De Elena Catbalogan City

Seminar for the School Heads in the National Inventory of DepEd Public School Buildings

Redaja Hall , Catbalogan City November 26, 2014

Redaja Hall, Catbalogan City Division Training on Child Protection November 4 – 6, 2014 Philippine Scouting Centennial Jamboree Capitol Hills Scout Camp Cebu City, Philippines for Visayas November 3 – 11, 2014 Division Training-Workshop on the New Fabrigaras Building Catbalogan City School Improvement Planning (SIP) August 25 - 27, 2014 Process and Tools Redaja Hall, Catbalogan City Training Workshop on on the Development August 18 - 20, 2014 and Production of Teaching and Learning Resources from LRMDS Portal Redaja Hall, Catbalogan City Work and Financial Planning Workshop July 16-17, 2014 for School Administrators Redaja Hall, Catbalogan City Division Orientation on Instructional Decisions of the K to 12 Curriculum July 24, 2014 RELC-NEAP, DepEd, Regional Regional Science and Technology Fair Office No.V111, Palo, Leyte October 3-5, 2013 Teachers Camp, Baguio City 11th Youth for Environment Summer April 9-12, 2013 Camp and Training

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