

# An Analysis of Conflict Management from the Teachers' Perspective

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**Abstract:** *This study aimed to analyze conflict management from the teachers' perspective. This study utilized descriptive method of research with a researcher-made survey questionnaire used as the major tool in data gathering. The respondents were randomly selected teachers from the Schools Division of City of Meycauayan. The findings revealed that the teachers 'agree' to the perception of managing conflicts namely relationship conflict, data conflict, structural conflict, interest conflict and values conflict. It was found that the absence of camaraderie and teamwork among teachers was regarded as the most serious problem as regards conflict management. Understanding one another is the most recommended solution to resolve organizational conflict.*

**Keywords**—conflict management, leadership

## 1. INTRODUCTION

Conflict may occur in any organization like in school. And for schools, conflict management style is a joint activity, and the degree of its effectiveness determines the type of impact of conflict on school performance. Organizational conflict occurs when staff members engage in activities that are incompatible with those of colleagues they must directly or indirectly interact with to complete work activities. Conflict is evidenced by incompatibility or disagreement between individuals or groups in the organization.

Conflict is an inevitable by-product of human relations. Having the ability to deal with conflict requires many personal skills, as well as a flair for honesty, consistency, and tact. As a school leader, many administrators get stuck in the middle of conflict simply by virtue of their position. For example, the principal leads a school building, but also serves as an intermediary between the wishes of the district and her teachers and students. When the district promotes an unpopular ruling or program to the district, it is up to the principal, whether the leader is in agreement or not, to promote the new program to faculty and staff as part of the "buy-in" process.

Conflict in the workplace has been a profound area of interest for management as well as research scholars. Researchers have also extensively studied the various modest through which conflict is resolved in the workplace. There is a wide array of researches illustrating how conflict affects workplace productivity at an individual, group and organizational level (Chaundry and Asif, 2015).

The productivity of individuals depends on their job performance. Poor conflict management reduces productivity on work performance while positive performance is achieved if conflict is constructively managed (Lazarus, 2014). Additionally, in his studies at Nigerian State Civil Service, conflict in whatever level should not be ignored but should be effectively managed for better employee productivity in the

workplace. Thus, conflict, if not managed well by school administrators will result in stress among teachers and probably affect their performance.

When people work as a group, conflict is one of the most predictable outcomes. Most managers spend a lot of their working time dealing with conflicts or fallouts from people-related problems. Mismanagement of conflicts leads to a diverse distribution of incorrect energy towards the workforce, wrong direction communication errors that must be corrected, ultimately leading to missed opportunities. It is difficult to calculate the losses related to organizational conflict.

Conflict is complex because at minimum it involves the interaction of cognitive, psychological, physiological, and contextual dynamics. Most conflict theories take only a psychological and/or an economic approach to understanding and managing conflict. In all relationships, communication plays a crucial role - establish and maintain relationships between employees. The feed-back reveals opportunities for improvement individually as well as the overall performance of the organization. An underlying motivation process identifies communication, knowledge and proper use of various categories of needs and incentives to guide employee behavior in order to increase performance and satisfaction (Madalina, 2016).

Educational institutions underlie recent trends that express the importance of organizational conflict and strategies to deal with them in an academic context. Currently, employees make efforts to increase their productivity, which is directly related to an organization's performance. They have been increasingly interested in behavioral research for knowing different aspects of organizational members, and the ones that drive performance and cause benefits for both the employee and the organization. In the social context, more emphasis is on the interactions among teachers and students. These social processes make a significant impact on the emotional, academic, and social development of the learner (Engelbrecht et al., 2015). It is a natural phenomenon that individuals

confront conflicting situations when they come in contact with each other. It mainly occurs when individuals struggle with differences in goals, abilities and aptitudes. Perhaps an individual dealing with different levels of conflict may cause different effects on another individual on one hand, and on the organizational regulations, on the other (Jubran, 2017). The organizational conflict management phenomenon lacks in organizations, while they occur in multiple formats in different social systems. These systems seek to work in order to achieve some defined goals.

Conflict is a consistent and unavoidable issue within different part of the organization. Despite training of employee leaders and managers around areas of conflict resolution, the problem of staff in relations to stress, sickness and retention remain. Conflict arises from issues with interpersonal relationships, change and poor leadership. This paper explores the concept of conflict, the importance of addressing causes of conflict, effective management, and the relevance of positive approaches to conflict resolution. Good leadership, nurturing positive team dynamics and communication, encourages shared problem solving and acceptance of change.

According to Learning 101 (2016), the effective leaders excel at constructively managing conflict and providing feedback through multiple methods. They leverage their two-way communication skills, both verbally and non-verbally to develop a situational approach. Effective leaders also recognize how culture impacts communication and feedback and use this knowledge in day-to-day communications with stakeholders.

With the permanent nature of conflict in work-relations, high performance organizations will be those that may constantly develop the appropriate methods of managing conflict to achieve set-standards and goals. As is now established, the educational institutions have for a long time been concerned with the effect of conflict management on school performance in the country. However, empirical validation of findings across country is very limited at best. As such, this present study is an attempt to evaluate the situation by providing valuable insights to management in the attainment of organizational goal about the strategic importance of conflict management as a resource tool for optimizing school performance.

## **2. LITERATURE REVIEW**

Management of conflict is a vital tool to solve problems of conflict so that its negative effects will be overcome. The school managers or school administrators are the ones who are directly involved in this cause. They should take the lead in finding appropriate tactics in dealing with and managing conflict between and among teachers. A lasting program for conflict management among teachers is indeed necessary.

According to Sumera-Icuta et. al. (2017), the role of a school administrator is highly significant in the success of an educational institution. Among of the key responsibilities of

school managers, some include shaping a vision of academic success of students; creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing data, people, and processes. Because so much is being asked of those in leadership positions, it should be acknowledged that they also need support to do their jobs more effectively. It is also crucial to study the challenges that the administrators face related to their key positions in order to formulate innovative administrative programs that enhance their professional development.

According to Ronda (2013), stated in his column published in (The Philippine Star), dated February 16, 2013 that conflict affecting organizations can occur in individuals, between individuals, and between groups. Conflicts within work groups are often caused by struggles over control, status, and scarce resources. Conflicts between groups in organizations have similar origins. The constructive resolution of such conflicts can most often be achieved through a rational process of problem solving, coupled with a willingness to explore issues and alternatives and to listen to each other.

As cited by Aquino (2013) in his work, it was mentioned that the teachers with low commitment hinder the working environment of the school and may deviate from the educational purpose of the school as well. In the Philippines, it has been revealed that teachers have least degree of commitment.

In addition, he stated that lower-level commitment of teachers creates a dilemma that could affect negatively the effectiveness of an educational organization and may cause teachers to be less efficient in their professional performance.

According to Castrodes (2015), stated in his column, Business Mentor published in (Manila Bulletin), dated September 5, 2015, he mentioned that the need to manage conflict well is highlighted by the fact that the conflict must not be the end of a relationship or an organization. We are not facing the devil and the deep blue sea when we are in a conflict situation. In fact, conflict gives opportunities. With the right mindset, knowledge, and skills, conflict can be resolved in a positive way. Overreaction and acting in haste will complicate the conflict or create new ones. Whenever there is conflict in your organization, the first thing you need to do is to diagnose. Stop and ask what is causing the conflict. A good diagnosis of the situation would allow you to speak correctly and speak to the right people. In a conflict situation, what to say, when to say them, and to whom are absolutely important. Some conflicts are purely relationship issues others are caused by differences or a misunderstanding of goals, approaches, or priorities. The first task of a good conflict manager, therefore, is to know what the problem or the challenge is.

One of the sources of conflict is the differences of values among teachers. Zulueta and de Lara (2014) discussed that

people develop certain values as a product of their culture. These values reflect the various elements of the culture in which they were shaped.

Organizational conflict or workplace conflict is a state of discord caused by the actual or supposed opposition of needs, values and interests between people working together. Conflict takes many forms in organizations. There is the unavoidable clash between formal authority and power and those individuals and groups affected. There are clashes over how tasks and duties should be divided, how the work should be done and how long and hard people should work. There are tensions, personal ambitions and weaknesses, differences of opinions, personal judgement and jurisdictional disagreements among individuals, departments, and between unions and management.

According to Sears, a Canadian Sociologist (2018), he mentioned on his book, "A Guide to Theoretical Thinking" that societies are defined by inequality that produces conflict, rather than order and consensus. This conflict based on inequality can only be overcome through a fundamental transformation of the existing relations in the society, and is productive of new social relations.

According to Collins Dictionary (2016), conflict refers to some form of friction, or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group. Conflict can arise between members of the same group, known as intragroup conflict, or it can occur between members of two or more groups, and involve violence, interpersonal discord conflict. Conflict in groups often follows a specific course. Routine group interaction is first disrupted by an initial conflict, often caused by differences of opinion, disagreements between members, or scarcity of resources. At this point, the group is no longer united, and may split into coalitions. This period of conflict escalation in some cases gives way to a conflict resolution stage, after which the group can eventually return to routine group interaction

According to Mentese et al. (2013), the commitment level of the teachers' was perceived to be low which caused them to leave the school and impact their productivity. Teachers with low commitment hinder the working environment of the school and may deviate from the educational purpose of the school as well.

According to Hamid et al. (2013), the teacher's organizational commitment is important for school effectiveness and indirectly is able to affect the students' outcome. He added that the teachers' commitment to organization plays a key role in the formation of an integrated effort in the school organization.

According to Ghufar (2015), conflict presently continues to be a factor in academic life. Schools frequently appear to be a place of tension; on occasion, they are perhaps a manifestation of problems in the community. Conflicts which

inevitably occur in daily life everywhere men life are an indispensable reality of school life where human relationships are experienced at the highest level.

### **3. RESEARCH QUESTIONS**

The general focus of the study was the analysis of conflict management from the teachers' perspective.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of :

1.1 Age;

1.2 Sex;

1.3 Civil Status;

1.4 Length of Services; and

1.5 Educational Attainment?

2. What are the respondents' perception of managing conflict with regard to:

2.1 Relationship Conflict;

2.2 Data Conflict;

2.3 Interest Conflict;

2.4 Structural Conflict; and

2.5 Values Conflict?

3. What are the problems encountered by the respondents?

4. What are the suggested solutions to address the problems encountered?

### **4. SCOPE AND LIMITATION**

The study on the analysis of conflict management of school leaders in the Schools Division of City of Meycauayan was conducted within the whole academic year 2018-2019 to one hundred twenty eight (128) teachers in the Schools Division of the City of Meycauayan. This study measured the relationship conflict, data conflict, interest conflict, structural conflict, and values conflict.

This study did not cover the work-life balance experience of high school teacher, the teaching methodology and other factors that are not related to the topic mentioned

### **5. RESEARCH METHODOLOGY**

Type of Research

This study focused on the analysis of school leaders in managing school conflict from the teachers' perspective in the Schools Division of City of Meycauayan.

The researcher made use of the descriptive method as an approach for analyzing and interpreting data that had been gathered. Descriptive method is not just data gathering, it is

also used to describe, analyze and interpret the data being gathered.

This method describes data and characteristics about the population or phenomenon being studied. It answers the questions, who, what, where, when and how. This method is concerned with the conditions of relationships that exist in the study. All the resources of data were gathered and studied without changing and manipulating the results.

**Respondents**

The respondents of this study were one hundred twenty eight (128) teachers in the Schools Division of City of Meycauayan

**Sampling Method**

The researcher used convenient sampling as the sampling design techniques. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility to the researcher. The subjects were selected just because they are easiest to recruit for the study

**Instrument/s**

To determine the effectiveness of school leadership in managing school conflict the researcher devised a questionnaire which composes of four parts.

The first part is a checklist which aims to identify the demographic profile of the respondents which consists of their name, sex, age, civil status, length of service and educational attainment.

The second part seeks to evaluate the perception of managing conflict with regard to: Relationship Conflict, Data Conflict, Interest Conflict, Structural Conflict and Values Conflict.

The third part presents the problems encountered in managing conflict.

The last part shows suggested solutions to solve the problems encountered.

**Data Collection Procedure**

The data gathering is one of important aspect of the research study. This shows how the researcher gathers the data that used in this study.

The researcher secured permission to the office of Schools Division Superintendent. After getting securing the permission, the researcher distributed the questionnaire. The data collected from the respondents were used to report, interpret and evaluate the findings for this undertaking.

**Data Analysis**

Statistical tools were used to analyze and interpret all the data. These tools include the Frequency and Percentage. Frequency was used in the study to determine the number of

responses of respondents based on their profile in Part I. Mean was used in analyzing their responses in Part II, III & 4

Question No. 1 What is the demographic profile of the respondents in terms of:

- 1.1 Age;
- 1.2 Sex;
- 1.3 Civil Status;
- 1.4 Length of Services; and
- 1.5 Educational Attainment?

**Table 1.1**  
**Distribution of Respondents According to Age**

<b>Indicators</b>	<b>f</b>	<b>Percentage</b>	<b>Rank</b>
21 – 25	26	20.31%	2.5
26 – 30	37	28.91%	1
31 – 35	23	17.97%	4
36 – 40	16	12.50%	5
41 & above	26	20.31%	2.5
<b>Total</b>	<b>128</b>	<b>100%</b>	

As can be seen in Table 1.1, the age brackets of the teacher-respondents are categorized as follows; (26) 21-25 years old; (37) 26-30 years old; (23) 31-35 years old; (16) 36-40 years old; and (26) 41 years old and above.

The table shows that 37 of the 128 teacher-respondents are 26-30 years old or the 28.91% of the population, while the 20.31% represents the age bracket

of 26-30, another 20.31% represents the bracket age of 41 and above, 17.97% belongs to the age bracket 31-35 and the remaining 12.50% belongs to 36-40 age brackets.

**Table 1.2**  
**Distribution of Respondents According to Sex**

<b>Indicators</b>	<b>f</b>	<b>Percentage</b>	<b>Rank</b>
Female	36	28.13%	2
Male	92	71.88%	1
<b>Total</b>	<b>128</b>	<b>100%</b>	

As shown in Table 1.2, 92 teacher-respondents (71.88%) are females. The table shows that the majority of population in field of education belongs to female gender.

Results revealed that female gender dominates the population in Meycauayan National High School with only 36 (28.13%) male teacher-respondents.

**Table 1.3**

Distribution of Respondents According to Civil Status

Indicators	f	Percentage	Rank
Single	70	54.69%	1
Married	58	45.31%	2
Separated	0	0.00%	3.5
Widow/Widower	0	0.00%	3.5
<b>Total</b>	<b>128</b>	<b>100%</b>	

Based on Table 1.3, 54.69% or 70 out of 128 teacher-respondents are single, 45.31% or 58 respondents are married and 0.00% both for separated and widow/widower.

Table 1.4 presents the distribution of respondents according to length of service. It can be gleaned from the table below that 48 (37.50%) of the teacher-respondents have 0 to 5 years of teaching experience. Forty one (32.03%) of the respondents has 6 to 10 years of teaching experience. Seventeen (13.28%) of the respondents belong to length of service bracket of 11 to 15 years. Sixteen respondents (12.50%) belong to length of service bracket of 16 to 20 years. Only six (4.69%) respondents have 21 to 25 years of teaching experience and none of them (0.00%) belong to 26 and above years of teaching experience category.

Table 1.4

Distribution of Respondents According to Length of Service

Indicators	F	Percentage	Rank
0 to 5	48	37.50%	1
6 to 10	41	32.03%	2
11 to 15	17	13.28%	3
16 to 20	16	12.50%	4
21 to 25	6	4.69%	5
26 & above	0	0.00%	6
<b>Total</b>	<b>128</b>	<b>100%</b>	

Table 1.5 shows the distribution of respondents according to educational attainment.

Table 1.5

Distribution of Respondents According to Educational Attainment

Indicators	Indicators	Percentage	Rank
BSE/BEd Graduate	48	37.50%	2
With MA/MS Units	59	46.09%	1
MA/MS Graduate	19	14.84%	3
With Ph.D./Ed.D. Units	2	1.56%	4
Ph.D./Ed.D. Graduate	0	0.00%	5
<b>Total</b>	<b>128</b>	<b>100%</b>	

As shown in the table below, majority or 59 (46.09%) out of 128 teacher-respondents have MA/MS Units. 48 or 37.50% are just BSE/BEd graduates with no units in

MA/MS. 19 or 14.84% are MA/MS graduates, only 2 or 1.56% have Ph.D./Ed.D. units and none of the respondents or 0.00% is Ph.D./Ed.D. Graduate.

Question No. 2 What are the respondents' perceptions of managing conflict in Meycauayan National High School with regard to:

- 2.1 Relationship Conflict;
- 2.2 Data Conflict;
- 2.3 Interest Conflict;
- 2.4 Structural Conflict; and
- 2.5 Values Conflict?

Table 2.1

Managing Conflict as Assessed by the Respondents According to Relationship Conflict

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teacher establishes friendship with co-teachers.	4.12	Moderately Agree	1
2. Teacher leaves immediately after work and doesn't care about his/her organization as a whole.	2.61	Agree	4
3. Teacher coordinates and cooperates with co-teachers on school matters.	3.93	Moderately Agree	2
4. Teacher doesn't mingle with co-teachers.	2.23	Disagree	5
5. Teacher offers help to co-teachers to finish school-related tasks.	3.84	Moderately Agree	3
6. Teacher doesn't want to assist and help others.	1.44	Strongly Disagree	6
<b>Average Weighted Mean</b>	<b>3.03</b>	<b>Agree</b>	

As reflected in table 2.1, an average weighted mean of 3.03 implies that respondents "agree" to the perception of managing relationship conflict. The indicators in the perception of managing conflict as assessed by the respondents were ranked as follows: "Teacher establishes friendship with co-teachers." (WM=4.12, rank 1); "Teacher coordinates and cooperates with co-teachers on school matters." (WM=3.93, rank 2); "Teacher offers help to co-teachers to finish school-related tasks." (WM=3.84, rank 3); "Teacher leaves immediately after work and doesn't care about his/her organization as a whole." (WM=2.61, rank 4); "Teacher doesn't mingle with co-teachers." (WM=2.23, rank 5); and "Teacher doesn't want to assist and help others." (WM=1.44, rank 6)

Indicator 2.1.1 "Teacher establishes friendship with co-teachers." has the highest weighted mean (4.12). This implies that teachers need to establish a good relationship with one another as it gives positive effect on teachers' performance. It can be inferred from the findings that having a good

relationship with co-workers supports open communication, participation and encourages subordinates' advancement, growth and achievement. Wolgast and Fischer (2017) found out in their study that colleague support has a positive effect on teachers' performance. Supported by the social interdependence theory, teachers see the need for cooperative activities with colleagues to improve quality of instruction.

Table 2.2  
 Managing Conflict as Assessed by the Respondents  
 According to Data Conflict

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. School-related pieces of information are well-disseminated among teachers.	3.05	Agree	4
2. There is misinformation problem in the organization.	3.01	Agree	5
3. Information is not clearly explained resulting to misunderstanding.	3.52	Moderately Agree	2
4. No investigation is made on different issues inside the organization.	3.09	Agree	3
5. Policies and regulation are not well-explained and lack discussion.	2.75	Agree	6
6. Instructions are well oriented and explained among teachers.	4.26	Strongly Agree	1
<b>Average Weighted Mean</b>	<b>3.28</b>	<b>Agree</b>	

As shown in the Table 2.2, the tabular results revealed an average weighted mean of 3.28 which denoted "agree" rating of the teacher-respondents on the following items ranked accordingly: "Instructions are well oriented and explained among teachers." (WM=4.26, rank 1); "Information is not clearly explained resulting to misunderstanding." (WM=3.52, rank 2); "No investigation is made on different issues inside the organization." (WM=3.09, rank 3); "Information is not clearly explained resulting to misunderstanding." (WM=3.05, rank 4); "There is misinformation problem in the organization." (WM=3.01, rank 5); and "Policies and regulation are not well-explained and lack discussion." (WM=2.75, rank 6)

Indicator 2.2.6 "Instructions are well oriented and explained among teachers." got the highest weighted mean (4.26). This implied that instructions should be properly explained among teachers as it may yield positive outcomes.

In a study by Drinnon (2017), he found out that information dissemination by the administration influences the views and opinions of students. Hence, clarity of instruction among teachers, same with students may affect them and may yield positive outcomes.

Table 2.3  
 Managing Conflict as Assessed by the Respondents  
 According to Interest Conflict

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Job promotion sometimes results to organizational dispute and elicits negative emotions such as envy and jealousy.	3.23	Agree	2
2. Transactions are made on behalf of the school but are beneficial to the teacher's self-interest.	3.05	Agree	3
3. Teachers prioritize personal interest rather than organizational benefits.	2.81	Agree	4
4. Teachers prioritize the school benefits in achieving organizational goal.	3.36	Agree	1
5. There is a misconception in organizational goal and achievements.	2.78	Agree	5
6. Positive intentions and desired outcomes are only intended for those in the position.	1.39	Strongly Disagree	6
<b>Average Weighted Mean</b>	<b>2.77</b>	<b>Agree</b>	

Based on Table 2.3, teacher-respondents registered an average weighted mean of 2.77 which indicated "agree" to the perception of managing interest conflict. As shown in the table, "agree" mean response was disclosed by the teacher-respondents on the following indicators: "Teachers prioritize the school benefits in achieving organizational goal." (WM=3.36, rank 1); "Job promotion sometimes results to organizational dispute and elicits negative emotions such as envy and jealousy." (WM=3.23, rank 2); "Transactions are made on behalf of the school but are beneficial to the teacher's self-interest." (WM=3.05, rank 3); "Teachers prioritize personal interest rather than organizational benefits." (WM=2.81, rank 4); "There is a misconception in organizational goal and achievements." (WM=2.78, rank 5) and "Positive intentions and desired outcomes are only intended for those in the position." (WM=2.78, rank 5). The other indicator that recorded a "strongly disagree" mean response was "Positive intentions and desired outcomes are only intended for those in the position." (WM=1.39, rank 6)

Indicator 2.3.4 (Teachers prioritize the school benefits in achieving organizational goal.) obtained the highest weighted mean (3.36). Teachers’ sense of efficacy and perceived school goals were the focus of the study by Cho and Shim (2013). They found out that teachers with low teaching efficacy tend to assimilate school goals.

Table 2.4  
Managing Conflict as Assessed by the Respondents  
According to Structural Conflict

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. There is no issue on sharing school learning materials with co-teachers whenever someone asks for it.	3.52	Moderately Agree	1
2. Teacher says very little and tries to leave as soon as possible when he/she finds himself/herself in an argument.	2.96	Agree	3
3. Teacher wants to achieve a temporary settlement of a complex issue.	2.80	Agree	4
4. Teacher avoids using other classroom and feel uncomfortable when own classroom is used.	2.44	Disagree	5
5. Teacher feels irritated when other co-teachers don't cooperate in accomplishing goals.	3.21	Agree	2
6. Teacher doesn't agree with proposed organizational changes.	2.32	Disagree	6
<b>Average Weighted Mean</b>	<b>2.88</b>	<b>Agree</b>	

As reflected in Table 2.4, teacher-respondents registered an average weighted mean of 2.88 which indicated “agree” to the perception of managing structural conflict.

The indicators in the perception of managing conflict according to structural as assessed by the respondents were ranked as follows: “There is no issue on sharing school learning materials with co-teachers whenever someone asks for it.” (WM=3.52, rank 1); “Teacher feels irritated when other co-teachers don't cooperate in accomplishing goals.”

(WM=3.21, rank 2); “Teacher says very little and tries to leave as soon as possible when he/she finds himself/herself in an argument.” (WM=2.96, rank 3); “Teacher wants to achieve a temporary settlement of a complex issue.” (WM=2.80, rank 4); “Teacher avoids using other classroom and feel uncomfortable when own classroom is used.” (WM=2.44, rank 5) and “Teacher doesn't agree with proposed organizational changes.” (WM=2.32, rank 6).

Indicator 2.4.1 (There is no issue on sharing school learning materials with co-teachers whenever someone asks for it) has the highest weight mean (3.52). A study by Schuwer and Janssen (2018) examined issue of willingness of educators in the open sharing and reuse of learning materials. They learned that sharing and reuse of learning materials is a common practice and is done to achieve better education.

Table 2.5  
Managing Conflict as Assessed by the Respondents  
According to Values Conflict

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Giving extra effort to a slow learner student is only a waste of time.	2.11	Disagree	6
2. Attending trainings and seminars even without interest is alright since these are just necessary for promotion.	2.68	Agree	4
3. Understanding other views and opinions is a sign of respect.	4.11	Moderately Agree	1
4. Submission of paper works on time is a responsibility that must be carried out religiously.	3.88	Moderately Agree	2
5. Teachers sometimes violate Code of Ethics.	3.14	Agree	3
6. Being late in classes is tolerable due to unwanted circumstances.	2.57	Disagree	5
<b>Average Weighted Mean</b>	<b>3.08</b>	<b>Agree</b>	

As evident in Table 2.5, the overall assessment of the teacher- respondents yielded an average weighted mean of

3.08 which denoted their “agree” rating to the perception of managing values conflict.

The computed weighted mean were ranked as follows: “Understanding other views and opinions is a sign of respect.” (WM=4.11, rank 1); “Submission of paper works on time is a responsibility that must be carried out religiously.” (WM=3.88, rank 2); “Teachers sometimes violate Code of Ethics.” (WM=3.14, rank 3); “Attending trainings and seminars even without interest is alright since these are just necessary for promotion.” (WM=2.68, rank 4); “Being late in classes is tolerable due to unwanted circumstances.” (WM=2.57, rank 5); and “Giving extra effort to a slow learner student is only a waste of time.” (WM=2.11, rank 6).

Indicator 2.5.3 (Understanding other views and opinions is a sign of respect) got the highest weighted mean (4.11). Pendergast et. al (2018) conducted a study about races and beliefs’ differences in teachers’ perceptions of student homework performance. No significant differences were found. The finding contributed to the understanding of race and individual belief gaps. These gaps are also present among teacher respondents as highlighted in the study. Understanding differences is the key to manage conflict.

Question No. 3 What are the problems encountered by the respondents?

Table 3  
Problems Encountered by the Respondents  
on Managing Conflict

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. miscommunication among teachers	4.20	Highly Serious	4
2. miscommunication in organizational goal	3.67	Very Serious	6
3. sharing of learning materials	1.48	Not Serious	9
4. lack of participation of teachers in school related activities	3.88	Very Serious	5
5. ineffective school leadership	1.73	Not Serious	8
6. failure to address school issues immediately	4.40	Highly Serious	3
7. absence of camaraderie and teamwork	4.85	Highly Serious	1
8. unhealthy competition among teachers	1.42	Not Serious	10
9. unjust treatment of school head to his/her teachers	4.61	Highly Serious	2

10. lack of knowledge on school-related matters	3.25	Serious	7
<b>Average Weighted Mean</b>	<b>3.35</b>	<b>Serious</b>	

As reflected in Table 3, teacher respondents registered an average weighted mean of 3.35 to the problems encountered in school by the respondents which indicated “serious” rating response.

The indicators in problems encountered in school as assessed by the respondents were ranked as follows: “absence of camaraderie and teamwork” (WM=4.85, rank 1); “unjust treatment of school head to his/her teachers” (WM=4.61, rank 2); “failure to address school issues immediately” (WM=4.40, rank 3); “miscommunication among teachers” (WM=4.20, rank 4); “lack of participation of teachers in school related activities” (WM=3.88, rank 5); “miscommunication in organizational goal” (WM=3.67, rank 6); “lack of knowledge on school-related matters” (WM=3.25, rank 7); “ineffective school leadership” (WM=1.73, rank 8); “sharing of learning materials” (WM=1.48, rank 9); and “unhealthy competition among teachers” (WM=1.42, rank 10).

It can be inferred from the above findings that the most serious problem with the weighted mean of 4.85 is the absence of camaraderie and teamwork among teachers which can be attributed to lack of organizational trust resulting to division among members of the whole team.

Bastug et. al (2016) determined in their study on the investigation between organizational trust and organizational commitment that employees’ trust in their colleagues contributes to their commitment.

Question No. 4 What are the suggested solutions to address the problems encountered?

Table 4 presents the suggested solutions by the teacher-respondents on managing conflict.

As reflected in Table 4, teacher respondents generated an average weighted mean of 3.62 to the suggested solutions to the problems encountered in school by the respondents which indicated “highly recommended” rating response.

The indicators in the suggested solutions by the teacher-respondents on managing conflict were ranked as follows: “be open-minded and always try to understand one another” (WM=4.5, rank 1); “promote equal division of labor and opportunities” (WM=4.32, rank 2); “be informed and stay updated by reading school memoranda” (WM=4.25, rank 3); “encourage teachers to participate in school activities” (WM=4.12, rank 4); “conduct team building activities” (WM=4.05, rank 5); “allot ‘talk’ time” (WM=3.81, rank 6); “treat teachers equally” (WM=3.78, rank 7); “abreast with the goal by asking colleagues” (WM=2.91, rank 8); “come up



with own learning materials” (WM=2.43, rank 9) and “attend trainings about effective school management” (WM=1.98, rank 10).

Indicator 4.6 (be open-minded and always try to understand one another) is the most recommended with a weighted mean of 4.50. This indicated that the teachers should possess a wide-range characteristics or qualities such as understanding and kindness to be able to avoid conflict. But in a study by Viernes and de Guzman (2005), they found out that four significant themes describe relationship of teachers in the school setting. They describe supportive relationship as a life-giving force, an extension of one’s family, a reciprocal process, and a work still in progress.

Table 4  
Suggested Solutions by the Respondents  
on Managing Conflict

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. allot ‘talk’ time	3.81	Highly Recommended	6
2. abreast with the goal by asking colleagues	2.91	Recommended	8
3. come up with own learning materials	2.43	Less Recommended	9
4. encourage teachers to participate in school activities	4.12	Highly Recommended	4
5. attend trainings about effective school management	1.98	Less Recommended	10
6. be open-minded and always try to understand one another	4.5	Extremely Recommended	1
7. conduct team building activities	4.05	Highly Recommended	5
8. promote equal division of labor and opportunities	4.32	Extremely Recommended	2
9. treat teachers equally	3.78	Highly Recommended	7
10. be informed and stay updated by reading school memoranda	4.25	Extremely Recommended	3
<b>Average Weighted Mean</b>	<b>3.62</b>	<b>Highly Recommended</b>	

**6. CONCLUSIONS AND RECOMMENDATIONS**

Conclusions

After a careful scrutiny of the findings, the researcher arrived at the following conclusions:

In view of the aforementioned findings, the following conclusions were drawn:

1. The respondents are mostly female, 26-30 years old, single, teaching for 0-5 years and have MA/MS units.
2. The teachers ‘agree’ to the perception of managing conflicts namely relationship conflict, data conflict, structural conflict, interest conflict and values conflict
3. The absence of camaraderie and teamwork among teachers was regarded as the most serious problem as regards conflict management.
4. Understanding one another is the most recommended solution to resolve organizational conflict.

Recommendations

Based on the conclusions of the study, the following recommendations are hereby given:

1. With the existence of organizational conflict as perceived by the respondents, teachers and school leader should remain rational all the time to resolve the problem. They should also practice listening because it underlies all productive management.
2. The school leader should strive to keep himself abreast with various managerial skills by attending seminars and trainings focusing on conflict management.
3. Team building activities like Code of Conduct, Silver Lining and Build Bridges, Not Walls should be provided to teachers as the absence of camaraderie and teamwork was considered to be one of the most serious problems encountered by teachers in school.
4. Teachers should look for ways to maintain a friendly atmosphere in the workplace by understanding one another and being open-minded as suggested in the study.
6. It is further recommended that a research related to this study should be conducted to determine factors affecting organizational conflict.

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