

Organizational Conflict Resolution Skills of School Leaders

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Abstract: *The purpose of this study was to examine conflict resolution skills of school leaders within the organization where they are affiliated. A survey questionnaire created by the researcher was the primary tool employed in this study's descriptive mode of data collection. The school heads who responded were chosen at random from the Schools Division of City of Meycauayan. The research found that school principals are equipped with skills and knowledge in handling conflicts, including relationship conflicts, data conflicts, structural conflicts, interest conflicts, and values conflicts. Accommodating and collaborating are essential skills to resolve conflicts as revealed in the study.*

Keywords—conflict management, leadership

1. INTRODUCTION

Any organization, including a school, is susceptible to conflict. The effectiveness of the conflict management strategy used in schools impacts the kind of impact that conflict has on academic achievement. Organizational conflict occurs when staff members participate in activities that are incompatible with those of colleagues they must directly or indirectly interact with to perform work activities. Incompatibility or disagreement between individuals or groups inside the organization is a sign of conflict.

Some interactions between people unavoidably result in conflict. It takes a variety of personal qualities, including a talent for honesty, constancy, and tact, to be able to handle disagreement. Many administrators find themselves in the middle of a dispute simply because of their position as a school leader. For instance, the principle oversees a school while simultaneously acting as a liaison between her instructors and pupils and the district's goals. Whether or not the leader agrees, it is the responsibility of the principal to advocate for the new program among faculty and staff as part of the "buy-in" process when the district introduces an unpopular rule or program.

Both management experts and academics have shown a keen interest in workplace conflict. Additionally, all the methods used to resolve conflict at work have been thoroughly researched. Chaundry and Asif (2015) asserted that numerous studies show how conflict impacts workplace productivity at the individual, group, and organizational levels.

Individual productivity is based on how well they do at work. Poor conflict management decreases productivity at work, but constructive conflict management results in high performance (Lazarus, 2014).

Conflict is one of the most foreseeable results of group activity. Most managers devote a large portion of their working hours on resolving disputes or the consequences of issues with people. Mismanagement of conflicts causes a variety of improper energy distributions to the workforce,

communication problems that must be remedied in the wrong directions, and finally missed opportunities. Assessing the harm resulting from organizational conflict is challenging.

Because it at least involves the combination of cognitive, psychological, physiological, and environmental variables, conflict is complicated. Most conflict theories only consider psychological and/or economic factors when attempting to explain and manage conflict. Establish and maintain relationships with employees by communicating effectively in all areas. The feedback identifies areas for personal development as well as improvements to the organization's overall performance. An underlying motivation process identifies communication, information, and proper application of a variety of needs and incentives to direct employee behavior in order to boost performance and satisfaction. (Madalina, 2016).

It is a common occurrence for people to come into contact with one another and experience opposing circumstances. It mostly happens when people deal with disparities in objectives, skills, and aptitudes. According to Jubran (2017), it's possible that a person handling various levels of conflict will have distinct consequences on both other people and organizational rules. Organizational conflict management is not a common phenomena, although it does exist in various forms in many social systems. These systems try to function in order to fulfill some predetermined objectives.

Conflict arises frequently and eventually in several areas of the organization. The issue of staff stress, illness, and retention persists despite training of workforce leaders and managers in conflict resolution-related areas. Problems with human connections, change, and inadequate leadership are the causes of conflict. The concept of conflict, the significance of addressing conflict causes, successful management, and the applicability of constructive approaches to conflict resolution are all explored in this paper.

Effective team dynamics and communication are fostered by good leadership, which also supports collaborative problem-solving and change acceptance. Effective leaders excel at handling disagreement constructively and giving

feedback in many ways. To create a situational strategy, they make use of their two-way communication abilities, both verbally and nonverbally. Effective leaders also understand how culture affects feedback and communication, and they apply this understanding in regular interactions with stakeholders.

High performance organizations will be those that can continuously develop the proper means of managing conflict to accomplish specified standards and goals because conflict in working relationships is inevitable. As has now been shown, educational institutions have been worried about the impact of conflict management on academic performance in the nation for a very long time. However, there has been very little, if any, national empirical validation of the conclusions. As a result, the current study is an effort to assess the situation by offering management helpful insights in achieving organizational goals about the strategic value of conflict management as a resource tool for enhancing academic performance.

2. LITERATURE REVIEW

James Humes once said, "The art of communication is the language of leadership." The interactions between people and between an individual and his environment demonstrate that life plays a crucial role in a world of complex interdependencies. All forms of interpersonal interactions are taken into account while discussing one of the key facets of social life. Life inside a group results in conflict situations in addition to developing and maintaining good human relationships.

In order to solve conflict problems and counteract their harmful impacts, conflict management is an essential skill. The people that are most directly involved in this cause are the school supervisors or administrators. They should take the initiative in determining the best strategies for handling and controlling disputes amongst and among instructors. It is true that a robust mechanism for managing disputes among teachers is required.

The success of an educational institution is greatly influenced by the role of a school administrator. Some of the major duties of school managers include developing a vision for the academic success of students, establishing an environment that is conducive to learning, developing others' leadership, enhancing instruction, and managing data, people, and procedures. It should be understood that persons in leadership roles also require assistance in order to perform their duties more successfully because so much is expected of them. In order to create creative administrative programs that advance administrators' professional growth, it is also critical to research the difficulties that administrators confront in relation to their essential roles (Sumera-Icuta et. al., 2017)

Organizational conflict can arise among individuals, between individuals, or between groups. Conflicts over power, position, and limited resources frequently arise within work groups. Organizational conflicts between groups often have similar causes. Most of the time, a sensible approach to

problem solving, along with a willingness to consider issues and alternatives and listen to one another, can lead to the constructive resolution of such disagreements.

Organizational conflict, also known as workplace conflict, is a condition of disharmony brought on by actual or perceived needs, beliefs, and interests that collide among coworkers. In organizations, conflict can take many different forms. Between institutional authority and power and the impacted people and groups, there is an inevitable conflict. Conflicts exist over the division of tasks and responsibilities, the method of completion of the work, and the amount of time and effort that should be put into it. There are conflicts among people, departments, and between unions and management due to tensions, personal goals and weaknesses, differences of view, and personal judgment and jurisdictional issues.

When the beliefs or activities of one group are opposed by or deemed unacceptable by one or more members of another group, there is likely to be friction or discord within that group. Intragroup conflict can develop between members of the same group, while conflict that involves violence and interpersonal strife can develop between members of two or more groups. Conflict in groups frequently takes a predetermined path. An initial dispute, frequently brought on by conflicts among members, differences of opinion, or a lack of resources, usually causes routine group contact to be disturbed. The group is no longer cohesive at this phase and may divide into coalitions.

Currently, conflict still plays a role in academic life. Schools frequently seem to be tense places; occasionally, they may be a symptom of social issues in the neighborhood. Conflicts, which unavoidably arise in every man's everyday life, are an essential part of school life, where interpersonal relationships are at their most intense (Ghufar, 2015)

3. RESEARCH QUESTIONS

The general focus of the study was the analysis of organizational conflict management skills of school leaders

Specifically, it sought to answer the following questions:

1. What type of conflict do the respondents often experience?
2. How do the respondents manage and resolve conflicts?
3. How may the respondents self-assess their organizational conflict management skills?

SCOPE AND LIMITATION

The study on the organizational conflict management of school leaders in the Schools Division of City of Meycauayan was conducted within the academic year 2019-2020 to 10 school heads which were 8 elementary school heads and 2 secondary principals in the Schools Division of the City of Meycauayan. This study assessed the type of conflict the school leaders often encounter in the organization namely

relationship conflict, data conflict, interest conflict, structural conflict, and values conflict.

This study also sought to identify the conflict management skills of the respondents.

5. RESEARCH METHODOLOGY

Type of Research

This study focused on organizational conflict management of school leaders in the Schools Division of City of Meycauayan.

The descriptive method was the strategy used by the researcher to examine and evaluate the data that had been acquired. The descriptive approach is used not just to collect data but also to describe, examine, and evaluate that data.

This method describes information and traits about the population or phenomenon under study. It provides answers to the who, what, where, when, and how questions. The conditions of the relationships that exist in the study are a concern of this methodology. Without altering or manipulating the outcomes, all available data sources were obtained and evaluated.

Respondents

The respondents of this study were 10 school heads in the Schools Division of City of Meycauayan

Sampling Method

The researcher used convenient sampling as the sampling design technique. Convenience sampling is a non-probability sampling strategy in which participants are chosen based on how easily they can be reached by the researcher. The only reason the subjects were chosen is that they were the simplest to find for the study.

Instrument/s

A researcher-made questionnaire was used in this study which consisted of 3 parts.

The first part is a checklist that presents the common conflicts encountered by the respondents.

The second part seeks to determine how the respondents manage and resolve conflicts.

The last part identifies the organizational conflict management of the respondents.

Data Collection Procedure

The researcher was granted permission to the Superintendent of Schools Division office. The researcher disseminated the questionnaire once she had obtained authorization. The information gathered from the respondents was used to present, interpret, and assess the results for this study.

Data Analysis

A statistical tool was used to analyze and interpret all the data. Mean and weighted mean were used in the study.

Question No. 1 What type of conflict do the respondents often experience?

Table 1: Type of Conflict Experienced by the Respondents

Indicators	Weighted Mean	Verbal Interpretation
1. Relationship Conflict	3.60	Very Often
2. Data Conflict	2.45	Sometimes
3. Interest Conflict	3.21	Often
4. Structural Conflict	3.37	Often
5. Values Conflict	2.31	Sometimes

It can be gleaned from Table 1 that relationship conflicts are very often experienced by the school heads. Interest and structural conflicts are often experienced by the respondents while data conflict and values conflict are sometimes encountered by them.

This implies that relationship conflict behaviors are very common in a workplace. Examples include making disparaging and condescending remarks about co-workers, undermining colleagues and not giving credit where credit is due.

Question No. 2. How do the respondents manage and resolve conflicts?

Table 2: Management and Resolution of Organizational Conflicts

Indicators	Weighted Mean	Verbal Interpretation
1. give teachers opportunities to get to know each other	2.58	Often
2. encourage teachers to work collaboratively and to be open-minded to understand one another	3.63	Very Often
3. attend trainings about effective school management	2.41	Sometimes
4. conduct team building activities	2.30	Sometimes
5. promote equal division of labor and opportunities	3.57	Very Often
6. treat teachers equally	3.75	Very Often

As evident in Table 2, the respondents resolve conflict very often by treating teachers equally, promoting equal division of labor and opportunities and encouraging them to work collaboratively and be open-minded. Oftentimes, they also give their teachers opportunities to get to know each other.

If necessary, they attend trainings and conduct team building activities if necessary.

This suggests that school leaders employ strategies to resolve and manage conflict although they have varying strategies depending on the type of conflict encountered.

Question No. 3. How may the respondents self-assess their organizational conflict management skills?

Table 3

Self-assessment of Organizational Conflict Management Skills

Indicators	Weighted Mean	Verbal Interpretation
1. Accommodating	3.72	Very High
2. Collaborating	3.64	Very High
3. Avoiding	1.15	Low
4. Competition	1.37	Low
5. Compromising	1.45	Low

Table 3 shows the self-assessment of organization conflict management skills of the respondents. As observed, their accommodating and collaborating skills to resolve conflict are very high.

On the other hand, they do not avoid, compromise nor promote competition to manage organizational conflicts.

This goes to show that these respondents are equipped with conflict management skills and they are knowledgeable on the different strategies which they may employ to make sure that conflict barely exists in the organization.

6. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

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

1. Relationship conflicts are the most common type of conflict experienced by school leaders.
2. Treating teachers equally, promoting equal division of labor and opportunities and encouraging them to work collaboratively and be open-minded may yield conflict resolution.
3. Accommodating and collaborating skills to resolve conflict of the respondents are very high.

Recommendations

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

1. Given that organizational conflict is present, as seen by the respondents, school leaders must always act rationally to solve problems. They should also work on listening because it is the foundation of all effective management.
2. By participating in seminars and trainings that emphasize conflict management, the school leader should make an effort to stay current with diverse managerial abilities.
3. Teachers should be given opportunities for team-building exercises since a lack of camaraderie and teamwork

is one of the biggest issues that instructors face in the classroom.

4. It is further advised that a study similar to this one be done to identify the variables influencing organizational conflict.

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