



CONFLICT MANAGEMENT STYLES AND TEACHERS' PERFORMANCE IN ELEMENTARY SCHOOLS OF OPOL DISTRICT

Olivia A. Galoso

*Olivia A. Galoso is a candidate for Master of Arts in Education major in Educational Management Degree at Southern de Oro Philippines College,
Cagayan de Oro City, Philippines*

KeyWords

conflict, management, administrators, teaching, performance

ABSTRACT

The study aimed to determine the conflict management styles of school heads and teachers' performance in Opol District in the Division of Misamis Oriental for the School Year 2020-2021. Specifically, the study sought to find out the extent of conflict management styles of the school head in terms of accommodating, avoiding, collaborating, competing; and compromising, the level of teachers' performance for School Year 2020-2021, and the significant relationship between the extent of conflict management styles and teachers' performance. The study utilized the descriptive correlational research design with questionnaire checklist as the main tool in gathering the necessary data from the 120 elementary school teachers in the select Elementary schools. The statistical tools used in the study were the mean and standard deviation to determine the extent of conflict management styles and the teaching performance of the teachers. Pearson Coefficient of Correlation was employed to find out the significant relationship between the conflict management styles and the performance of the teachers. The accommodating style is the most preferred style of the administrators. On the contrary, the avoiding style is least practiced by the school heads. The teachers have an outstanding performance, and the five conflict management styles of the principals have no significant relationship on the performance of the teachers. It is highly recommended that the school administrators may employ the accommodating style of managing conflict in the organization, as it was found out more effect. More so, they may continue to exercise their responsibilities in managing conflicts for the teachers to perform to an outstanding level.

INTRODUCTION

Conflict is certain to happen anytime in social and work setting. School leaders are confronted with challenges in dealing with personal and interpersonal conflicts in the school organization that need to be immediately resolved to sustain the work effectiveness and productivity of teachers in the school organization.

Further, conflict is unavoidable because the school organization is a convergence of different personalities from different family backgrounds, educational training, beliefs, and practices, as well as ethnicity. Conflict, in this context, is seen as an expressed struggle in which two or more interdependent parties may experience strong emotion from a perceived difference in needs, values, perceptions, or positions.

In addition, it was accentuated that conflict in the workplace is inevitable because the work organization is the convergence of employees with different attitudes and behaviours, family and educational backgrounds, communication styles, ambitions, political and religious views as well as altering socio-cultural and economic backgrounds.

In a similar study, Lorenzen (2016) espoused that conflict in the workplace can be incredibly destructive to good teamwork because the real and legitimate differences between people can quickly spiral out of control resulting in situations where cooperation breaks down and the team's mission is threatened. Since conflict is an inevitable product of organizational life, it is of utmost importance that school administrators must resolve it properly to establish a harmonious organizational climate.

The challenging roles of the school leaders do not just restrain the performance of their administrative functions such as planning, organizing, directing, and controlling functions but also addressing, managing, and resolving personal and interpersonal conflicts of school personnel to ensure a healthy and responsive working atmosphere and sustain teachers' productivity and teaching effectiveness to better serve the end beneficiaries of the educative process, the students, or learners. Galman et al. (2021) revealed that effective school heads might be able to successfully handle, manage, and resolve interpersonal conflicts among teachers to sustain the warm work atmosphere and culture of support and scaffolding within the organization.

Aldag et al. (2018) pointed out that effective school heads can harness the potential and creativity of the people through conflict management and effectively communicate to develop a common shared vision or goals among teachers and direct efforts toward the attainment of the institutional thrusts and objectives through teamwork and cooperation.

However, Mabunga et al. (2019) purported that school heads should also recognize that, at times, teamwork and cooperation among subordinates may break down due to employees' interpersonal conflict, which, according to studies, can be attributed to the employees' social diversity. Social diversity creates individual differences and may result in conflict between individuals and groups of individuals in work organization.

It is in the light of the considerations and circumstances that the researcher is motivated to conduct a study on the relationship between conflict management styles of school heads and find out if these affect teachers' performance in Opol District, Division of Misamis Oriental for the school year 2020-2021. Thus, this study is conceived.

Theoretical Framework

The study was anchored on the of conflict management by Kilman (1970), which suggests that the most effective management of interpersonal conflict in the school organization is to employ the different conflict management strategies such as accommodating, avoiding, collaborating, competing, and compromising conflict management styles. It was also emphasized that the use of five main styles of dealing with conflict might vary in their degrees of assertiveness and cooperativeness.

Another underpinning of this study is bounded on the context of legal and philosophical underpinnings pursuant to section 4 of rule 3 (Duties and Obligations of the School Heads) of the Education Act of 1982, which mandates that "the school head or school principals shall perform their duties to the school by discharging their responsibilities in accordance with the philosophy, goals, and objectives of the school and develop as well as maintain a healthy school atmosphere conducive to harmonious and progressive school-personnel relationships, and to the promotion and preservation of academic freedom and effective teaching-learning, assume and maintain professionalism in the exercise of their leadership in their work and in their dealings with students, teachers, academic non-teaching personnel, administrative staff, and parents or guardians."

Furthermore, the present investigation was also based on the study conducted by Galman et al. (2021), who reported that effective school heads might be able to successfully handle, manage, and resolve interpersonal conflict among teachers to sustain a warm work atmosphere and culture of support and scaffolding within the organization.

The proponent argued that people typically have preferred conflict management styles and noted that different styles are most useful in different situations. It was revealed that people who tend toward a competitive style are those who take their positions or powers in the meddling in conflict, which is usually drawn from their positions, ranks, and expertise or from their credibility.

Accommodating conflict management style indicates a willingness to meet the needs of others at the expense of other person's own needs. The accommodator knows when to give in to others but can be persuaded to surrender a position even when it is not warranted. This style is more appropriate when the issues matter more to the other party and when peace is more valuable than winning.

In addition, avoiding style to conflict management seeks to evade the conflict entirely. This style is used not to hurt anyone's feelings and is appropriate when victory is impossible, and controversy is trivial. The collaborating style tries to meet the needs of all the people involved in a conflict, especially when they are highly assertive. This style effectively acknowledged that everyone is equally

important. This is useful in bringing together a variety of viewpoints to get the best solution and when there have been previous conflicts in the group.

Competing style is said to be useful when there is an emergency, and a decision is needed promptly, and when defending against someone who is trying to exploit the situation selfishly. On the other hand, people who prefer a compromising style find a solution that will moderately satisfy everyone. Everyone is expected to give up or relinquish something. It is useful when the cost of conflict is higher than the cost of losing ground.

Moreover, management of conflict is extremely important for the effective functioning of organizations and for the personal, cultural, and social development of individuals. At schools, conflicts may be experienced in many issues such as distribution of work among personnel, financial resources, in and out of class teaching activities and practices, rewards, punishment, assessment practices, use of power-authority, being late for class, leave of absences, political views, negative personal attitudes, passing grade levels and scoring system, issues regarding the legislation, student behaviors, dress code, assignments and placements for staff and distribution of resources (Suleyman & Argon, 2016).

Furthermore, conflicts can take place between administrators-teachers, teachers-teachers, teachers-students, or parents-parents or among the students. It should be kept in mind that regardless of the type of conflict or the group that take part in it, conflicts will deepen and be more complicated unless they are resolved, and people involved in the conflict will experience negative feelings (Argon, 2014). This will negatively affect the job performances of the personnel and will decrease the quality of education and training at schools. The current study, undertaken in line with the literature, examined and discussed the conflicts experienced at school based on teacher views. In this respect, the study aimed to determine teacher views regarding the conflicts experienced at schools, the reasons behind conflicts, the impact of conflict on teachers and the responses conflict generates.

Methodology

The study utilized the descriptive correlational research design. According to Siedlecki (2020), a correlational study is a type of research design where a researcher seeks to understand what kind of relationships naturally occurring variables have with one another. In simple terms, correlational research seeks to figure out if two or more variables are related and, if so, in what way. The research instrument used in this study was a questionnaire adapted from Illescas and Perez (2020), who conducted a study on Conflict Management Styles of Elementary School Heads and Their Influence on Teachers' Morale. The research instrument was composed of two parts. Part I is on the conflict management styles of school heads with ten (10) item-indicators for each variable, while the second part is on the teachers' performance which was based on the results of the individual performance commitment review form for the School Year 2020-2021. Mean values and standard deviation were used to determine the extent of the conflict management style of the school heads and to present the level of teachers' performance. Pearson-Product Moment Correlation or Pearson-r was utilized to ascertain the significant relationship between the extent of conflict management styles of school heads and the level of teachers' performance.

Results and Discussions

Problem 1. What is the extent of conflict management styles of the school head in terms of; Accommodating Style; Avoiding Style; Collaborating Style; Competing Style; and Compromising Style?

Table 1 shows the extent of conflict management of school administrators in terms of accommodating style. It can be inferred from the table that the school administrators employed this conflict style to a very high extent as indicated by the overall mean of 4.38 and a standard deviation of 0.37. As projected in the table all the indicators have a verbal description of very high extent though there are differences on the mean ratings in every statement. The highest mean rating 4.70 is obtained by indicator "Try to stress those things upon which we both agree rather than negotiate the things on which we disagree" with a mean rating of 4.70 and a standard deviation of 0.60. The indicator "Try to be considerate of the other person's wishes" comes next with a mean rating of 4.44 and a standard deviation of 0.73.

The findings imply that the school administrators are willing to set aside one's personal interests to find a middle ground with the team. The head of the organization use this strategy if the conflict is small and there is a need to quickly move past an issue (Eilerman, 2016). Furthermore, AndyEklund (2017) pointed out that the accommodating conflict resolution was characterized when a person is cooperative, but not assertive. In other words, they try to satisfy the other person's concerns at the expense of their own.

Table 1
Conflict Management in Terms of Accommodating Style

<i>Indicators</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
1. Try to stress those things upon which we both agree rather than negotiate the things on which we disagree	4.70	0.60	Very High Extent
2. Try to appease the other's feelings and preserve our relationship.	4.38	0.65	Very High Extent
3. Try to be considerate of the other person's wishes	4.44	0.73	Very High Extent
4. Would try to meet his wishes if the other's position seems very important to him	4.37	0.65	Very High Extent
5. Might let him maintain his views if it makes the other person happy	4.39	0.70	Very High Extent
6. Try to meet the expectations of others	4.27	0.74	Very High Extent
7. Try to accommodate the wishes of my friends and family.	4.36	0.72	Very High Extent
8. Value peace within the school rather than getting what he wants	4.29	0.65	Very High Extent
9. Propose an opinion that is acceptable to one party	4.37	0.66	Very High Extent
10. Often go along with the suggestion of the majority	4.29	0.73	Very High Extent
Overall Mean	4.38	0.37	Very High Extent

Legend: 4.21 – 5.00 Very High Extent; 3.41 – 4.20 High Extent; 2.61 – 3.40 Moderate Extent; 1.81 – 2.60 Low Extent; 1.00 – 1.80 Very Low Extent

Table 2
Conflict Management in Terms of Avoiding Style

<i>Indicators</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Verbal Interpretation</i>
1. Let others take responsibility for solving the problem	4.23	0.79	Very High Extent
2. Try to do what is necessary to avoid useless tensions	4.30	0.72	Very High Extent
3. Try to avoid creating unpleasantness for myself	4.21	0.73	Very High Extent
4. Try to postpone the issue until I have had some time to think it over	4.10	0.72	High Extent
5. Feel that the differences are not always worth worrying about.	4.14	0.73	High Extent
6. Avoid taking positions which could create controversy	4.21	0.66	Very High Extent
7. Might try and appease the other's feelings and preserve our relationship	4.13	0.78	High Extent
8. Say a little and leave as soon as the issues have been heard	4.18	0.74	High Extent
9. Feel uncomfortable and anxious when the persons involved are closely related to me.	4.23	0.73	Very High Extent
10. Avoid hard feelings by keeping my disagreements with others to myself.	4.05	0.71	High Extent
Overall Mean	4.17	0.76	High Extent

Legend: 4.21 – 5.00 Very High Extent; 3.41 – 4.20 High Extent; 2.61 – 3.40 Moderate Extent; 1.81 – 2.60 Low Extent; 1.00 – 1.80 Very Low Extent

Table 2 reveals the extent of conflict management style of the school administrators as perceived by the teachers in terms of avoiding. The table shows that this conflict management style is employed by the school administrators to a high extent as disclosed

by the overall mean rating of 4.17 and a standard deviation of 0.76. The highest mean rating 4.30 and a standard deviation of 0.72 is obtained by the indicator “2. Try to do what is necessary to avoid useless tensions” verbally interpreted to a very high extent.

This is followed by the indicators “Let others take responsibility for solving the problem” and “Feel uncomfortable and anxious when the persons involved are closely related to me” with mean rating of 4.23 still describe as very high extent. The data suggest that the school head felt annoyed if the teacher involved in the conflict is close to him and delegate someone to resolve the dispute.

The data suggest that the school administrators resolve the tension or conflict by keeping away from or stop oneself from doing to prevent more tensions and conflicts. This style is used when the administrator wants to refrain from the conflict. In such style, the administrator does not want to help anyone to achieve his goals or/and does not want to impose his own behavior. This style is used when the matter has no importance for the administrators. Researchers called it turtle style because turtle thinks that to refrain from the conflict is easier than to face it. Moreover, researchers called it passive style because the administrators want to remain away from the problems and try to hide the situation. The administrators who use avoiding style neither satisfies themselves nor to the other party. Moreover, this style is suitable in case of impossible victory. The administrator uses this style when he feels that someone else is in good position to solve the problem.

On the other hand, the indicator “Avoid hard feelings by keeping my disagreements with others to myself” is rated low by the teachers with a mean rating of 4.05 and a standard deviation of 0.76 verbally interpreted as high extent. This implies that the school administrators find this style less effective hence, it will not resolve the conflict by not facing the issue. The finding find support to the study conducted by Illescas and Perez (2020) which disclosed that among the ten indicators of avoiding conflict style this indicator got the lowest rating.

Table 3

Conflict Management in Terms of Collaborating Style

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. Attempt to deal with all his and my concerns	4.14	0.73	High Extent
2. Attempt to get all concerns and issues immediately out in the open	4.28	0.78	Very High Extent
3. Tell him my ideas and ask him for his ideas	4.28	0.72	Very High Extent
4. Attempt to immediately work through our differences	4.32	0.72	Very High Extent
5. Lean toward a direct discussion of the problem	4.32	0.72	Very High Extent
6. Am very often concerned with satisfying all our wishes	4.26	0.76	Very High Extent
7. Explore issues with others to find solutions that meet everyone’s needs	4.13	0.74	High Extent
8. Share the problem with the other persons so that we can work it out	4.23	0.66	Very High Extent
9. Gather as much information as I can and keep the lines of communication open	4.12	0.69	High Extent
10. Try to see conflicts from both sides.	4.34	0.67	Very High Extent
Overall Mean	4.27	0.40	Very High Extent

Legend: 4.21 – 5.00 Very High Extent; 3.41 – 4.20 High Extent; 2.61 – 3.40 Moderate Extent; 1.81 – 2.60 Low Extent; 1.00 – 1.80 Very Low Extent

The data in table 3 discloses the extent of conflict management of the school administrators in terms of collaborating style. It can be discerned from the table that the administrators used this style to a very high extent as revealed by the overall mean of 4.27 and a standard deviation of 0.40. The highest mean rating 4.34 and a standard deviation of 0.67 is obtained by the indicator “Try to see conflicts from both sides.” This is followed by indicators “ Attempt to immediately work through our differences” and “Lean toward a direct discussion of the problem” with a mean rating of 4.32 still described as very high extent.

The findings indicate that the school administrators tried to work together with the other person to settle differences and see the conflict in different perspectives. Kalagbor and Nnokam (2015) refer it as constructive collaboration they asserted that this approach reveals people’s preferences and constraints and engages everyone in constructing solutions that go way beyond the original alternatives. It maximizes efficiency through cooperation. Yet it is the most unusual because it requires shifting from unilateral control to mutual learning.

In addition, they further affirm that constructive collaboration allows people to express and understand each other’s needs and create new solutions. It addresses the task through consensual decision-making, the relationships through mutual respect, and each individual’s self-worth through the consideration of his needs and values. In like manner, Copeland (2020) pointed out that

collaborating conflict style focuses on coming up with the most cooperative solution to conflicts. That means having an honest discussion about important issues with all parties involved and making sure that they've all had their say. It also means listening carefully, exploring alternative solutions, and maintaining a nonthreatening environment so everyone feels comfortable laying out their concerns in the open.

Table 4
Conflict Management in Terms of Competing Style

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. Am firm in pursuing my goals	4.50	0.64	Very High Extent
2. Try to win my position on the matter	4.49	0.64	Very High Extent
3. Make some effort to make things happen according to my judgment	4.46	0.69	Very High Extent
4. Know when the outcome is critical and cannot be compromised	4.32	0.77	Very High Extent
5. Try to show him the logic and benefits of my position	4.18	0.76	High Extent
6. Try to convince the other person of the virtues of my position	4.26	0.70	Very High Extent
7. Emphasize the power of my command	4.23	0.58	Very High Extent
8. Would argue my case and insist on the merits of my point of view	4.23	0.66	Very High Extent
9. find conflicts challenging and exhilarating	4.20	0.68	High Extent
10. Can figure out what needs to be done and I am usually right	4.24	0.65	Very High Extent
Overall Mean	4.31	0.34	Very High Extent

Legend: 4.21 – 5.00 Very High Extent; 3.41 – 4.20 High Extent; 2.61 – 3.40 Moderate Extent; 1.81 – 2.60 Low Extent; 1.00 – 1.80 Very Low Extent

Table 4 reveals the extent of conflict management of the school administrators in terms of competing style. The overall mean rating of 4.31 with a standard deviation of 0.34 suggest that the school principals utilized this style in managing dispute and disagreement to a very a high extent. The indicators “Am firm in pursuing my goals” and “Try to win my position on the matter” got the highest mean ratings of 4.50 and 4.49 with standard deviation of 0.64 respectively.

The data strongly suggest that the school administrators used this style frequently in resolving the conflicts. Moreover, the competing style can be appropriately used when the goal is quick action, or when there is little hope of consensus ever being reached. The findings collaborate with the study of Illescas and Perez (2020) which revealed that this conflict management style is effective in settling immediate issues and concerns that would likely affects the productivity of the team.

On the contrary, the indicator “Try to show him the logic and benefits of my position” obtained the lowest mean rating of 4.18 and a standard deviation of 0.76. This implies that the school principals seldom used their position to settle issues and concerns in the work setting. More so, it may cause the other side not to voice important concerns because they will be ignored. In this way, domineering bosses or co-workers can get their way, but possibly at the expense of important information which could alter the decision Kalish (2021).

Table 5 discloses the extent of conflict management of the school principals as perceived by the teachers. The overall mean of the ten (10) indicators showed that the school administrators used this style to a very high extent as depicted by the overall mean of 4.36 with a standard deviation of 0.34. The highest mean rating 4.60 with a standard deviation of 0.67 is on indicator “Try to find a compromised solution.” This is followed by the indicator “2. Sometimes sacrifice my own wishes for the wishes of the other person” with a mean rating of 4.40 and a standard deviation of 0.73. The data suggest that the school administrators want to fulfill his own needs and wants concession from the opponent group. It is all about to maintain harmonious relationship as compared to achieve personal goals.

Table 5

Conflict Management in Terms of Compromising Style

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. Try to find a compromised solution	4.60	0.67	Very High Extent
2. Sometimes sacrifice my own wishes for the wishes of the other person	4.40	0.73	Very High Extent
3. Consistently seek other's help in working out a solution	4.33	0.70	Very High Extent
4. Communicates clearly about his and our position on the matter	4.27	0.74	Very High Extent
5. Propose a middle ground	4.33	0.73	Very High Extent
6. Try to find a fair combination of gains and losses for both of us	4.33	0.65	Very High Extent
7. Try to find a position that is intermediate between his and mine	4.30	0.71	Very High Extent
8. Try to get him to settle for a compromised solution	4.32	0.65	Very High Extent
9. Would meet people halfway to break deadlocks	4.38	0.61	Very High Extent
10. Negotiate and adopt a give and-take approach to problem situations	4.29	0.74	Very High Extent
Overall Mean	4.36	0.74	Very High Extent

Legend: 4.21 – 5.00 Very High Extent; 3.41 – 4.20 High Extent; 2.61 – 3.40 Moderate Extent; 1.81 – 2.60 Low Extent; 1.00 – 1.80 Very Low Extent

In addition, comprising style is a blend of harmonious relationships among parties. This style is suitable when both parties have important goals to achieve. Compromising style may be effectively used to handle the strategic and complex issues. In compromising style, the parties negotiate the strategically important point and let go the insignificant point. In few words, compromising style may be effective in handling immediate conflict but the vital issues should not be sacrificed on the name of compromise. This finding disclosed that the teachers perceived that their administrators have a high level of skills in managing conflicts between the administrators and faculty members. The result implies that teachers were satisfied and contented with what their administrators are doing in terms of resolving their conflicts (Tancinco, et al., 2016).

Problem 2. What is the level of teachers’ performance for School Year 2020-2021?

Table 7

Teachers’ Performance for School Year 2020-2021

Number	Mean	Standard Deviation	Verbal Interpretation
120	4.51	0.21	Outstanding

Legend: .4.50-5.00 Outstanding; 3.50-4.49 Very Satisfactory; 2.50-3.49 Satisfactory; 1.50-2.49 Unsatisfactory; 1.00-Poor

Table 7 shows the performance of the teachers during the School Year 2020-2021. It can be inferred from the table that the teachers have an outstanding performance as depicted by the overall mean of 4.51 with a standard deviation of 0.21. The finding implies that the school administrators possess the necessary skills in settling disputes in the organization. Further, the data disclose that the teachers rated their administrators with a high level of skills in managing conflicts resulting in their high productivity. The results of the study show that conflict management styles have an effect with teachers’ performance. There is a significant relationship between conflict management styles and secondary school teachers’ performance.

Moreover, the multiple approaches employed by the school administrators to settle conflicts in the organization may be the reason of the outstanding performance of the teachers’ conflict management styles of educational managers are important for the achievement of organizational goals. The performance of teachers is badly affected by mishandling conflict in the institutions.

Problem 3. Is there a significant relationship between the extent of conflict management styles and teachers’ performance for School Year 2020-2021?

Table 8

Correlation Analysis between the Teachers’ Performance and the Administrators’ Conflict Management Styles

<i>Independent Variables</i>	<i>Correlation Coefficient (r)</i>	<i>Probability</i>	<i>Decision on Ho</i>
Accommodating	0.023	0.802	Accept
Avoiding	0.007	0.938	Accept
Collaborating	0.024	0.793	Accept
Competing	0.093	0.310	Accept
Compromising	0.021	0.817	Accept

*. Correlation is significant at the 0.05 level (2-tailed).

Table 8 reveals the correlation analysis between the teachers’ performance and the conflict management styles of the school administrators. It can be noted from the table that the five (5) conflict management styles of the principals have no significant bearing on the performance of the teachers as revealed by the probability levels of accommodating P-value= 0.802 > 0.05; avoiding P-value= 0.938 > 0.05; collaborating P-value= 0.793 > 0.05; competing P-value = 0.310 > 0.05; and compromising P-value= 0.817 > 0.05. Therefore, the null hypothesis is not accepted on this ground. Thus, the conflict management styles of the school administrators are not statistically related to the performance of the teachers.

The findings find support to the study conducted by Chinyere (2018) which disclosed that conflict management styles (competing, accommodating, collaborating, avoiding, and compromising) do not make any significant relative contributions to teachers’ productivity in public secondary in Adamawa state. On the contrary, it revealed that teacher’s performance and school heads conflict management styles are correlated. The analysis depicted a significant relationship between conflict management styles and secondary school teachers’ performance.

Conclusions

Based on the significant findings of the study the following conclusions are generated:

1. The school administrators can influence the conflicting parties to meet each other’s needs to resolve the conflicts.
2. The teachers are not affected by the conflict management styles employed by their school administrators, they still made it to an outstanding performance.
3. Regardless of the conflict management styles used by the school administrators, the teachers’ performance is not at all affected. This indicates that the teaching performance is not influenced on how the school administrators resolve conflicts or disputes in the organization.

Recommendations

The researcher offered the following recommendations based on the significant findings and conclusions of the study:

1. It is highly recommended that the school administrators may employ the accommodating style of managing conflict in the organization, as it was found out more effective.
2. The school administrators can employ the most effective conflict management strategies to resolve issues so that the teachers will continue to strive or work hard towards an outstanding performance.
3. The school administrators may continue to exercise their responsibilities in managing conflicts for the teachers to perform to an outstanding level.
4. A similar study may be carried out with a wider scope and employing other variables to validate the results of this study.

Reference List

[1] Aldag, R. and Kuzuhara, L. (2018) Organizational Behavior and Management: An Integrated Skills Approach. South-Western Thomson Learning, Cincinnati, OH.
 [2] Alder, H. (2018). The conflict-handling style and diplomatic skills of school heads. Unpublished Master’s Thesis. Bukidnon State University, Malaybalay City.
 [3] AndyEklund. (2017). Managing Conflict: Accommodating. Retrieved: September 18, 2021, from <https://andyeklund.com/managing-conflict-accommodating/>

- [4] Augsburg, D. (2019). Conflict mediation across cultures. Louisville, Kentucky: Westminster/John Knox Press.
- [5] Aureli, F. (2017). Natural Conflict Resolution. University of California Press, Berkeley, CA.
- [6] Bercovitch, J. et al (2019). Conflict Resolution in the Twenty-first Century: Principles, Methods, and Approaches, University of Michigan Press, Ann Arbor.
- [7] Bright Hub PM. (2016). Collaboration Conflict: Management Techniques for Resolving Team Conflicts. Retrieved: December 8, 2020, from <https://www.brighthubpm.com/resource-management/72306-management-techniques-for-dealing-with-collaboration-conflict/>
- [8] Bush, R. et al (2019). The Promise of Mediation. San Francisco: Jossey-Bass Publishers.
- [9] Callaha, T, et al (2016). Conflict resolution: An abbreviated review of current literature with suggestions for counselors.
- [10] Chinyere, Alimba N. (2018). A Correlation Study on Conflict Management Styles and Teachers' Productivity in Public Secondary Schools in Nigeria. Retrieved: September 18, 2022, from https://www.academia.edu/42087812/A_Correlation_Study_on_Conflict_Management_Styles_and_Teachers_Productivity_in_Public_Secondary_Schools_in_Nigeria
- [11] Deane, N. and Michael (2019). Recognizing and Managing Conflict, (UPA) Journal.
- [12] Del Rosario, K & Ancho, I. (2020). Unfolding of Filipino School Leadership Experiences in Doha, Qatar. Retrieved: October 25, 2020, from <https://files.eric.ed.gov/fulltext/EJ1252260.pdf>
- [13] Elger, Don. (2015). Theory of Performance. University of Idaho. Retrieved: November 11, 2021, from https://www.webpages.uidaho.edu/ele/scholars/Results/Workshops/Facilitators_Institute/Theory%20of%20Performance.pdf
- [14] Eilerman, D. (2016). Give and Take-The Accommodating Style in Managing Conflict. Retrieved: November 5, 2020, from <https://www.mediate.com/articles/eilermanD5.cfm>
- [15] Espinas, D. (2018). A Causal Model of Negotiation Competency of School Administrators in Bukidnon, Philippines. A Dissertation, Central Mindanao University, Musuan, Bukidnon, Philippines.
- [16] Fabricante, J.A. (2016). Conflict Management Strategies and Extent of Involvement of School
- [17] Fisher, L. (2019). Bargaining for Advantage. New York: Penguin Books.
- [18] Fisher, R. et al (2019). Getting to Yes: Negotiating Agreement Without Giving In (2nd ed.). Penguin Books, and Deetz, S.A., & Stevenson, S. L. (2019). Managing Interpersonal Communication. New York: Harper & Row Publishers.
- [19] Gahum, E. (2017). Causal Model of Conflict Management of School Administrators of Seventh-Day Adventists Schools in Mindanao, Philippines. A Dissertation. Central Mindanao University, Musuan, Bukidnon, Philippines.
- [21] Galace, J. & L. Castro. (2010). Peace Education: A Pathway to a Culture of Peace. Quezon City: Center for Peace Education, Miriam College.
- [22] Galman, X.R.A., Galman, S.M.A., Cruz, J.B. and Santos, M.D. (2021) The Relationship between the Conflicts and the Conflict Management Styles of Police Officers in the Philippines. *Open Access Library Journal*, 8, 1-10
- [23] Girard, H. (2015). Peaceful Persuasion: A guide to creating mediation dispute resolution programs on college campuses. Amherst, MA: The Mediation Project at the University of Massachusetts.
- [24] Goksoy, Suleyman & Argon, Turken. (2016). Conflicts at Schools and Their Impact on Teachers. Retrieved: October 18, 2020, from <https://files.eric.ed.gov/fulltext/EJ1091453.pdf>
- [25] Gulnar, O. & Kayikci, K. (2017). The Conflict Management Strategies of School Administrators while Conflicting with their Supervisors. Retrieved: September 18, 2020, from www.oapub.org/edu
- [26] Hartwick, M. (2020). Communicative Strategies in Organizational Conflicts: Reliability and Validity of a measurement scale. In N. Burgoon (Ed.). Communication yearbook 6. Newbury Park, CA
- [27] Hocker, S. et al (2015). Conflict resolution for the helping professionals. Stanford, CT: Thomason Learning.
- [28] Hocker, S. (2017). The influence of culture on conflict management styles: A comparison of four racial cultural groups. Unpublished manuscript.
- [29] Illescas, C. & Perez, D. (2020). Conflict Management Styles of Elementary School Heads and Their Influence to Teachers' Morale. Retrieved: December 8, 2020, from <https://search.yahoo.com/search?fr=mcafee&type=E210US885G91646&p=Conflict+Management+Styles+of+Elementary+School+Heads+and+Their+Influence+to+Teachers%E2%80%99+Morale>
- [30] Indeed Editorial Team. (2021). Five Conflict Management Styles and How to Use Them Effectively. Retrieved: October 5, 2020, from <https://www.indeed.com/career-advice/career-development/conflict-management-styles#:~:text=What%20it%20is%3A%20The%20collaborating%20style%20of%20conflict,about%20the%20relationships%20involved%20than%20winning%20the%20argument.>
- [31] Johnson, M. et al (2016). Collaboration amongst higher institutions of higher learning: A case study. Abstract from a ProQuest file: Dissertation abstract item.
- [32] Kalagbor, D., Nnokam, C., (2015). "Principals" and Teachers" Use of Conflict Management Strategies on Secondary Students" Conflict Resolution in Rivers State Nigeria." Published online on Research on Humanities and Social Sciences

- [33] LINDELOU, John, SCOTT, James J. (1989). *Managing Conflict*. Oregon, USA
- [34] Lorenzana, M. (2016). Conflict Resolution and Academic Library Instruction. *LOEX Quarterly* 33, No. 1 – 2, 6 – 9, 11.
- [35] Mboya, et al. (2017). Collaboration Conflict Management Strategy: A Solution to Secondary Schools' Unrests in Kenya. Retrieved: September 20, 2020, from <http://www.ijtrd.com/papers/IJTRD4357.pdf>
- [36] Mabunga, A. et al (2019). **Conflict Management among Selected Officials of State Universities and Colleges in the Philippines. *Mimbar Pendidikan: Jurnal Indonesia untuk Kajian Pendidikan*, Volume 4(1).**
- [37] Mangeskar, G. (2020) What is Avoiding Conflict Style? Retrieved: December 2, 2021, from <https://treehozz.com/what-is-avoiding-conflict-style>
- [38] MARATAS, J. (2015). Spiritual Maturity, Personal Characteristics, Organizational culture and conflict. Unpublished Dissertation. Central Mindanao University, Musuan, Bukidnon, Philippines.
- [39] May, Emily. (2021). Competing Conflict Style: A Brief Overview. Retrieved: November 11, 2020, from <https://www.niagara.institute.com/blog/compromising-conflict-style/>
- [40] MELCH, Walter H. (2019) *The Creation of Constructive Conflict within Educational Administration Department*; Washington, USA.
- [41] MORLEY, N. (2018). *Creative Negotiations for Principals*. Alabama Religious Press.
- [42] MT Copeland (2021). What Is the Compromising Conflict Management Style and When Should You Use It? Retrieved: December 18, 2020, from <https://mtcopeland.com/blog/what-is-the-compromising-conflict-management-style-and-when-should-you-use-it/>
- [43] MV Mediation Program. (2020). Using the Avoiding Conflict Resolution Style. Retrieved: October 20, 2020, from <https://www.mvmediation.org/blog/conflict-resolution-ideas-day-37>
- [44] Rahim, F. (2019). *Styles of handling interpersonal conflict and negotiations*. Academy of Management.
- [45] REECE, Roger (2015). *Conflict Management Strategies*. 1425 Market Block Suite 330-250. Roswell, GA 30076 (Atlanta) 770-642-9298.
- [46] Sehang, F., et al. (2017). Relationship between Morale and the Teacher Performance at Adventist Junior High School of North Sulawesi Province. Retrieved: October 21, 2020, from <https://iosrjournals.org/iosr-jrme/papers/Vol-7%20Issue-4/Version-4/D0704042328.pdf>
- [47] Sparks, Dennis. (2017). *Leading for Results: Transforming Teaching, Learning, and Relationships in Schools*. Thousand Oaks, California: A Sage Publications Company, second edition.
- [48] Tancinco, Noel P. (2016). Conflict Management Skills of School Administrators in State Universities of Eastern Visayas. Retrieved: August 18, 2020, from <http://www.ijesrt.com/June-2016.html>
- [49] THOMAS, J. et al (2012). *Conflict Management Styles and Resolution. Managing Conflict From the Inside Out*. San Francisco: Jossey-Bass Publishers.
- [50] WALLACE, R. (2019). *Control in conflict*. Nashville Broadman Press.
- [51] WALTON, R.E. (2017). *Managing Conflict: Interpersonal Dialogue and Third Party Roles* (2nd ed) p. 108. Addison-Wesley Publishing Company.
- [52] WATT, Willis M. (2019) *Conflict Management: Using the Thomas-Kilmann. Conflict Mode Instrument to Assess Levels of Learning in the Classroom*. Kansas, USA.
- [53] WILMOT, W. et al. (2017). *Interpersonal conflict*. New York, NY: McGraw-Hill Companies.
- [54] WINSLADE, J. et al (2018). *Narrative Mediation: A New Approach to Conflict Resolution*. San Francisco: Jossey-Bass Publishers
- [55] WRIGHT & NOE. (2016). Conflict styles as an indicators of behavioral patterns in interpersonal conflicts. *Journal of Social Psychology*, p. 135.