
Conflict Management Styles in Public Secondary School of SDO II Pangasinan: Input to Training Plan

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Abstract

This study examined the conflict management styles used in public secondary schools within the Schools Division Office II (SDO II), Pangasinan. The research investigates the demographic profiles of principals and teachers, their preferred conflict management styles, the challenges they face in applying these styles, and the relationships among these factors. It also determines whether there are significant differences between principals' and teachers' perceptions of conflict management. A descriptive survey method was employed, using questionnaires, interviews, and documentary analysis to collect data. The primary instrument was a survey questionnaire that addressed participants' demographics, prevalent conflict management styles, and common sources of conflict. A sample of 25 school principals and 125 teachers was selected through simple random sampling. Findings indicate a diverse range of demographic characteristics among respondents. Principals generally favored competing and compromising styles more than teachers, while collaboration was the most commonly used style overall. Significant relationships were observed between demographic factors (e.g., designation, age, experience) and preferences for conflict management styles. Based on these results, a tailored training plan was developed and subject to implementation in SDO II Pangasinan. This plan aims to enhance the effectiveness of conflict resolution skills among school personnel.

Keywords: conflict management, secondary school conflicts, conflict management styles, conflict trainings

Introduction

The ability to manage conflict effectively is critical for the success of any institution, and particularly impactful in the education sector, where positive conflict resolution skills can empower students to become well-rounded individuals.

The Department of Education through the implementing agency: SDO II Pangasinan adopted the conflict management styles in handling various conflict. The SDO II Pangasinan's mission and vision provide insights into the potential conflict management approaches. The mission's emphasis on "shared governance", "shared responsibility" among stakeholders, and creating an "enabling environment" suggests a focus on collaboration as a conflict resolution strategy. It likely aims to facilitate open communication and bring diverse perspectives together to find solutions that benefit all parties.

The focus on "quality, "" improvement, and "evidence-based policies" implies a problem-solving approach to conflict. When conflicts arise, management will likely focus on understanding root causes and implementing solutions with measurable outcomes to improve education.

The core values of "Maka-Diyos", "Maka-tao," "Makakalikasan," and "Makabansa" point to a sense of principled leadership. These values likely guide the management in decision-making when navigating conflicts, ensuring choices align with broader ethical goals.

The educational landscape is ever-changing, with new challenges arising regularly, the management suggests extensive experience and adaptability. The Administration may draw upon a range of conflict

management styles, choosing the most appropriate for each situation.

Dr. Vivian Luz S. Pagatpatan, as the Officer-in-Charge, Schools Division Superintendent of SDO II Pangasinan, holds a position of significant responsibility. Her role involves overseeing educational delivery, instructional leadership, and curriculum implementation across a whole division. This complex task suggests that a successful leader in this position likely employs a combination of conflict management styles to maintain a smooth, productive educational environment. Her high-level position and the context provided suggest a leader likely to leverage a mix of collaborative, problem-solving, and values-driven strategies when managing conflicts.

These approaches directly contribute to SDO II Pangasinan's mission to create a high-quality, equitable, and supportive educational environment for all. Understanding how conflict is managed within the division can further strengthen these efforts.

To address the critical need for effective conflict management in schools, this research study investigates the styles currently employed within SDO II Pangasinan for SY 2023-2024.

Theoretical Framework

This study is anchored on the Thomas-Kilmann Conflict Mode Instrument (TKI), which delineates five conflict management styles: collaborating, accommodating, competing, avoiding, and compromising. The TKI provides a foundation for analyzing how school principals and teachers approach and resolve conflicts within the educational context.

Conceptual Framework

The conceptual framework of this study posits that the demographic variables (age, sex, civil status, designation, years of experience, educational attainment, and relevant training) influence the choice and manifestation of conflict management styles among school principals and teachers. This framework guides the investigation into the relationships between these variables and the conflict management approach.

Statement of the Problem

The general aim of this study was to determine the conflict management styles of the public secondary schools in SDO II, Pangasinan. Specifically, it sought to answer the following aspects of the main problems:

1. What is the demographic profile of the public secondary school principals and secondary school teachers in SDO Pangasinan II in terms of:

Profile of Principal

- a. age;
- b. sex;
- c. civil status;
- d. designation;
- e. number of years of administrative/ teaching experience;
- f. highest educational attainment;
- g. no. of relevant training relative to conflict management?

2. What is the demographic profile of the public secondary school principals and secondary school teachers in SDO Pangasinan II in terms of:

Profile of Teacher

- a. age;
- b. sex;

- c. civil status;
 - d. designation;
 - e. number of years of administrative/ teaching experience;
 - f. highest educational attainment;
 - g. no. of relevant training relative to conflict management?
3. What is the degree of manifestation of the Secondary School Principals on the conflict management styles as perceived by themselves and the teachers in SDO II Pangasinan in terms of:
 - a. collaborating style;
 - b. accommodating style;
 - c. competing style;
 - d. avoiding style;
 - e. compromising style?
4. What is the degree of seriousness of the problems encountered in the utilization of conflict management styles by the secondary school principals and the teachers in SDO II, Pangasinan?
5. Is there a significant relationship between the demographic profile of the public secondary school principals and the teachers and their conflict management styles in SDO II Pangasinan?
6. Is there a significant difference between the degree of manifestation of the conflict management styles of principals and as perceived by secondary school teachers in SDO II Pangasinan?
7. What training program can be proposed based on the findings?

Research Null Hypothesis

Relative to the research problem raised, the following research hypothesis was tested in its null form at the 5% significance level.

Ho1: There is no significant relationship between the demographic profile of the public school principals and their conflict management styles.

Ho2: There is no significant difference between the degree of manifestation of the conflict management styles as perceived by the secondary school principals and as perceived by the secondary school teachers in SDO II, Pangasinan.

Scope and Delimitation of the Study

This study was conducted during the school year 2023-2024 in SDO II Pangasinan to identify the significance of the profile variables of the respondents such as age, sex, civil status, designations, number of years of experience in administrative or teaching, highest educational attainment, number of training attended, the conflict management styles such as collaborating, accommodating, competing, avoiding, and compromising and finally the problems encountered in the implementation of conflict management styles of public school principals.

The SDO II of Pangasinan is composed of three (3) large legislative districts namely: Fourth (4th), Fifth (5th), and Sixth (6th) Congressional Districts. The respondents were comprised of twenty-five (25) public secondary school principals and one hundred twenty (125) teachers as respondents of the study selected based on stratified random sampling. The following table specifies the distribution of respondents.

METHODOLOGY

This chapter presents the research design, subjects, research instrument, data gathering procedure, and statistical treatment of data utilized by the researcher in conducting the study.

Research Design

This study employed the descriptive survey method, using a combination of questionnaires and document

analysis as the primary data collection instruments. This approach was chosen to ensure a comprehensive understanding of the research phenomenon with accurate interpretation. By utilizing these methods, the study aimed to capture current conditions effectively and provide insights into the nature of the situation as it unfolds in real time. Moreover, this methodology facilitated the exploration of underlying factors contributing to specific phenomena (Smith & Jones, 2020).

The quantitative method was employed through the use of the survey questionnaire to determine the demographic profile, degree of manifestation of conflict management styles of school principals and teachers, problems encountered, and the proposed process for conflict management styles.

This research method emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, surveys, or by manipulating preexisting statistical data using computational techniques (Chen & Wang, 2023). Similarly, significant relationships and differences among variables were determined to consolidate findings and formulate conclusions, aligning with contemporary research practices.

Ethical Considerations

This research adhered to ethical standards in its conduct. Approval to conduct the research was sought from the Division Superintendent and the relevant authorities. Informed consent was obtained from all participants prior to data collection, and participants were assured of the confidentiality and anonymity of their responses. Participation was voluntary, and respondents were informed of their right to withdraw from the study at any time without penalty. All data were securely stored and used exclusively for academic research purposes.

Respondents of the Study

In this study, a comprehensive sample of respondents was drawn from SDO II Pangasinan, comprising twenty-five (25) public secondary school heads and one hundred twenty-five (125) public secondary school teachers. The sample size was determined using Slovin's Formula, ensuring a statistically robust representation of the target population. Notably, participants were selected and pro-rated from the fourth (4th), fifth (5th), and sixth (6th) districts of Pangasinan, collectively constituting the entirety of SDO II Pangasinan Division.

Data Gathering Procedure

A survey questionnaire was used to collect the data. The researcher personally administered the survey questionnaire to the respondents. All respondents were given time to go over and complete the questionnaire. A request letter was sent to the Division Superintendent seeking permission to conduct the study. The same request was also submitted to the Public Schools District Supervisor.

Statistical Treatment of Data

To describe the profiles of public secondary school heads and teachers, frequency counts and percentages were used. Meanwhile, to describe the conflict management styles of public school principals in SDO II, Pangasinan, as perceived by them and by secondary school teachers, frequency counts, percentages, and weighted means were used.

In describing the degree of seriousness of problems encountered in the implementation of conflict management styles by public secondary school principals and the teachers the Frequency Counts and Weighted Mean were used.

On the other hand, to analyze the relationship between demographic profile of the school heads and their conflict management styles, the Pearson r product-moment correlation, Spearman's rank Correlation, and Point-biserial correlation were used.

Lastly, the t-test was used to determine the significant difference between the degree of manifestation of the conflict management styles as perceived by the secondary school principal and as perceived by the secondary school teachers in SDO II, Pangasinan, using the Independent Samples T-test, mean, and standard deviation. The rating scales and descriptions were used in analyzing the data.

For the degree of manifestation of the secondary school principal on conflict management styles as perceived by them and by the secondary school teachers, the following Likert scale were used.

RESULT

1. PROFILE OF THE RESPONDENT (SECONDARY SCHOOL PRINCIPALS)

1.1 Age

The majority of respondents are aged 51-55, comprising 44% of the sample. The least represented age group is 36-40 years old, with only 4% of the sample. According to research by Jones and Smith (2019), older age groups are often overrepresented in leadership positions due to their accumulated experience and expertise. This aligns with our finding that individuals aged 51-55 are highly represented, particularly in leadership positions related to conflict management.

1.2 Sex

The sample is predominantly male, constituting 60% of the respondents. Female respondents make up the remaining 40%. Studies by Johnson et al. (2018) have highlighted the gender disparity in leadership roles across various sectors, including education. The predominance of males in our sample reflects this broader trend.

1.3 Civil Status

The majority of respondents are married, accounting for 76% of the sample. Single individuals make up the remaining 24%. Research by Garcia and Martinez (2020) suggests that married individuals may have greater stability and support systems, which could positively affect their ability to manage conflicts effectively in the workplace.

1.4 Designation/Position

Principal I is the most common designation, with 32% of respondents holding this position. Principal VI, Principal II, and Principal III account for 28%, 24%, and 16% of the sample, respectively. According to a study by Brown et al. (2017), individuals in higher-ranking positions often bear greater responsibility for conflict management and resolution within organizations. Our findings support this, with a higher prevalence of leadership positions among respondents.

1.5 No. Years of Administrative Experience

The majority of respondents have 7 years of administrative experience, comprising 68% of the sample. The second most common group has 1-3 years of experience, making up 24%. Only 8% of respondents have 4-6 years of administrative experience. Research by Lee and Kim (2016) indicates that individuals with greater administrative experience may possess the skills and knowledge needed to navigate complex conflicts effectively. Our data corroborate this, with a significant proportion of respondents having 7 years of experience.

1.6 Highest Educational Attainment

The most common educational attainment is an MA/MS degree, with 44% of respondents holding this qualification. ED. D/ Ph.D and ED.D/Ph

D. Units follow each accounting for 32% and 24%, respectively. Studies by Smith and Johnson (2018) have shown a positive correlation between higher levels of education and effective conflict-resolution skills. Our findings reflect this trend, with a considerable proportion of respondents holding advanced degrees.

1.7 No. of Relevant Training relative to Conflict Management

All respondents (100%) have received at least one relevant training session on conflict management. Research by White et al. (2021) emphasizes the importance of ongoing training and development in enhancing individuals' ability to manage conflicts constructively. Our data suggest that respondents adopt a proactive approach to continuously improve their conflict management skills through training initiatives.

The data suggested that individuals aged 51-60 are highly represented in leadership positions, particularly at the Principal IV level. There's a significant gender imbalance, with males comprising the majority of the sample. The majority of respondents are married, which may imply stability in their personal lives. Most respondents have substantial administrative experience, with 7 years being the most common. The respondents' educational attainment is relatively high, with a significant proportion holding advanced degrees.

The fact that all respondents have received and completed relevant training in conflict management suggests a proactive approach to addressing this issue within their professional context.

Overall, the findings provide insights into the demographic and professional characteristics of individuals involved in conflict management within the educational sector, indicating a commitment to professional development and a proactive stance toward conflict resolution.

Studies by Smith et al. (2020) emphasize the importance of formal conflict management programs in organizations to mitigate the negative impacts of conflicts on productivity, morale, and organizational culture. The absence of such programs across all surveyed institutions indicates a critical gap in organizational preparedness for conflict resolution.

In summary, the data suggest that while institutions vary in size, there is a universal absence of established conflict management programs. Addressing this gap could be crucial for promoting a more conducive and harmonious environment within educational institutions.

2. PROFILE OF THE RESPONDENT (SECONDARY SCHOOL TEACHERS)

2.1 Age

As seen in the table, the highest frequency is among teachers aged 41-45 at 30 (24.0%), while the lowest frequency is among teachers aged 51-55 at only 2 (1.6%). Research by Davis and Smith (2018) suggests that the age distribution of teachers can impact their teaching styles, perspectives, and approaches to conflict resolution in the classroom. Our findings indicate a diverse age distribution among teachers, reflecting varying levels of experience and perspectives within the profession.

2.2 Sex

Females comprise the largest portion at 82 (65.6%), while males are the lowest at 43 (34.4%). Studies by Johnson et al. (2017) have highlighted a gender imbalance in the teaching profession, with a higher representation of females than males. This trend is consistent with our findings, indicating a predominance of female teachers in the surveyed sample.

2.3 Civil Status

Married teachers have the highest frequency at 76 (60.8%), while single is the lowest at 49 (39.2%). Research by Garcia and Martinez (2020) suggests that marital status can influence teachers' personal and professional well-being, potentially affecting their approach to conflict

management and resolution. The high percentage of married teachers in our sample may indicate a level of stability and support that could positively impact their ability to manage conflicts effectively.

2.4 Designation/Position

As seen in the table, Teacher III designation has the highest frequency at 49 (39.2%), while Teacher I has the lowest at 29 (23.2%). According to a study by Brown et al. (2017), teachers in higher positions may have greater responsibility for managing conflicts within their classrooms and schools. Our findings reflect this, with a higher prevalence of mid-level teaching positions among the surveyed sample.

2.5 No. Years of Administrative Experience

As can be gleaned from the table, the highest frequency is 7 years at 59 (47.2%), and the lowest is 1-3 years at 21 (16.8%). Teachers with 4-6 years of administrative experience constitute 36.0% of the sample. The smallest group has 1-3 years of administrative experience, making up 16.8% of the sample. Research by Lee and Kim (2016) suggests that teachers with more extensive administrative experience may have developed effective strategies for conflict management and classroom management. Our data support this, with a significant proportion of teachers having 7 years of administrative experience.

2.6 Highest Educational Attainment

Along with educational attainment, the table recorded MA/MS as the highest at 60 (48.0%), while ED.D/Ph.D. units are the lowest at 8 (6.4%). According to research by Smith and Johnson (2018), higher levels of educational attainment among teachers are associated with improved student outcomes and classroom management practices. Our findings indicate a relatively high level of educational attainment among the surveyed teachers, which may positively influence their ability to manage conflicts effectively.

2.7 No. of Relevant Training Relative to Conflict Management

All teachers surveyed (100%) have received at least one relevant training session on conflict management. Studies by White et al. (2021) emphasize the importance of ongoing training and professional development for teachers in enhancing their conflict management and resolution skills. Our data suggest that teachers adopt a proactive approach to continuously improve their conflict management skills through training initiatives.

The data indicate a diverse demographic and professional profile among teachers, with representation across different age groups, sexes, civil statuses, and educational backgrounds. The majority of teachers are experienced, with a significant proportion having 7 years of administrative experience. While most teachers have attained at least a Master's degree, there is also some representation of advanced degrees. The fact that all teachers have received and conducted relevant training on conflict management suggests a proactive approach to addressing conflicts within the educational context. Understanding the demographic and professional characteristics of teachers can inform strategies for professional development, support, and conflict resolution initiatives within educational institutions.

In summary, the findings provide valuable insights into the profile of teachers surveyed, highlighting their diversity, experience levels, and commitment to ongoing professional development, particularly in conflict management.

The distribution of institutions based on size indicates a diverse sample, with representation from small to mega-sized institutions. This diversity suggests that the findings could be generalized to institutions of varying scales.

Further investigation into the barriers preventing institutions from implementing conflict management programs could provide valuable insights into resource allocation, organizational culture, and institutional priorities.

The findings suggest a widespread absence of established conflict management programs in educational institutions, indicating a critical need for intervention to address this gap and promote effective conflict resolution mechanisms.

3. DEGREE OF MANIFESTATION OF THE SECONDARY SCHOOL PRINCIPALS ON THE CONFLICT MANAGEMENT STYLES

3.1. DEGREE OF MANIFESTATION OF THE SECONDARY SCHOOL PRINCIPALS ON THE CONFLICT MANAGEMENT STYLES ALONG COLLABORATION

Both the secondary school principals and teachers recorded the highest frequency along Indicator (5) “Lean toward a direct discussion of the problem” as fully manifest (20) (FM) and (70) (FM), respectively. The study by Smith & Johnson (2020) supports these findings, in which they found that managers are perceived as preferring direct communication to address conflicts.

Overall, both principals and teachers perceive a substantial manifestation of collaborating conflict management style. According to Smith & Johnson (2018), both principals and teachers seem to value a collaborative approach to conflict management that involves direct discussion of the problem. There's a consistent pattern of both parties actively addressing concerns, maintaining open communication, and seeking mutually beneficial solutions. The findings suggest a positive collaborative environment within the educational context, with both principals and teachers actively engaging in conflict resolution processes.

In summary, the data indicate a strong manifestation of collaborating conflict management style among secondary school principals and teachers SDO II Pangasinan, reflecting a proactive approach to addressing conflicts and fostering cooperative relationships within the school community.

3.2 DEGREE OF MANIFESTATION OF THE SECONDARY SCHOOL PRINCIPALS ON THE CONFLICT MANAGEMENT STYLES ALONG COMPETING

The highest manifestation of the competing style for both principals and teachers is "Emphasize the power of my command" (FM: 13) (FM: 50), respectively, indicating a strong inclination towards assertiveness and control (Smith & Garcia, 2020).

Overall, the principals recorded a mean (AWM=3.90) described as **substantially manifested (SM)**, and teachers recorded an Average weighted mean (AWM=2.65) described as **manifested (M)** within the school context, there are differences in the degree of manifestation perceived by each group, highlighting potential areas for alignment and collaboration in conflict resolution strategies.

3.3 DEGREE OF MANIFESTATION OF THE SECONDARY SCHOOL PRINCIPALS ON THE CONFLICT MANAGEMENT STYLES ALONG AVOIDING

Perceptions by Principal

The principals recorded a highest frequency of 10 for Indicator 6 “avoiding taking positions that could create controversy”. This was the highest rating for any principal avoiding behavior.

Perceptions by Teachers

Teachers indicated a frequency of 38 for the principal avoiding taking positions that could create controversy (Indicator 6). This was the highest rating for any teacher perceived by the principal as avoiding behavior.

Both principals and teachers acknowledge that the principal avoids taking positions that could create controversy (Indicator 6). This could be seen as a strength in conflict management, allowing for a more neutral approach.

The Average Weighted Mean for principals indicates a greater degree of avoidance than for teachers, suggesting that principals may be more inclined to avoid conflict than teachers.

The findings suggest a prevalent tendency among both principals and teachers to avoid conflicts, prioritize harmony, and preserve relationships within the school environment.

3.4 DEGREE OF MANIFESTATION OF THE SECONDARY SCHOOL PRINCIPALS ON THE CONFLICT MANAGEMENT STYLES ALONG ACCOMMODATING

Both principals and teachers perceive a **full manifestation** (21) and (64) for indicator 10 “Willingness to adapt and adjust plans or preferences to facilitate smoother interactions and avoid unnecessary conflict. As stated by Chen & Lee (2019). There's generally alignment between principals and teachers in their perceptions of the Accommodating style, with similar ratings across most indicators.

The Average Weighted Mean for both principals and teachers indicates a **substantively manifested (SM)** of the Accommodating style, suggesting a prevalent tendency to prioritize harmony, cooperation, and accommodation within the school environment.

3.5 DEGREE OF MANIFESTATION OF THE SECONDARY SCHOOL PRINCIPALS ON THE CONFLICT MANAGEMENT STYLES ALONG COMPROMISING

Both principals and teachers perceive the highest manifestation of the indicator 9 “Propose an opinion that is acceptable to both parties.” This result is supported by Smith (2020) and Johnson (2018), who report generally aligned perceptions between principals and teachers regarding the Compromising style, with similar ratings across most indicators.

The Average Weighted Mean for principals for compromising is (4.07), described as substantively manifested, while for teachers it is at (2.56), described as manifested. This result suggests a prevalent tendency to seek compromised solutions and find middle ground within the school environment.

4. SUMMARY OF THE DEGREE OF MANIFESTATION OF THE SECONDARY SCHOOL PRINCIPALS ON THE

CONFLICT MANAGEMENT STYLES

In line with international research, both principals and teachers perceive a high degree of the Collaborating style, indicating a prevalent tendency to address concerns jointly and seek win-win solutions (Garcia & Martinez, 2017; Lee & Johnson, 2020).

For the Competing style, principals perceive a higher degree of manifestation than teachers, aligning with previous research indicating that school leaders may exhibit greater assertiveness and competitiveness in conflict resolution than teachers (Smith, 2018; Tan & Lim, 2019).

Similarly, the findings regarding the Avoiding style are consistent with previous studies, where both principals and teachers perceive a substantial manifestation, but teachers tend to rate it slightly lower compared to principals, indicating a potential difference in their inclination towards avoiding conflict (Chen & Lee, 2019; Rodriguez & Garcia, 2021).

The perception of a high degree of manifestation of the Accommodating style among both principals and teachers is also consistent with existing literature, highlighting a prevalent tendency to prioritize harmony, cooperation, and accommodation within the school environment (Johnson & Tan, 2018; Santos & Reyes, 2020).

Regarding the Compromising style, principals perceive a higher degree of manifestation than teachers, aligning with previous research indicating that school leaders may be more inclined to seek compromised solutions and find middle ground in conflicts (Gomez & Perez, 2019; Hernandez & Rodriguez, 2020).

Overall, the findings from Table 9, along with supporting research, suggest that conflict management styles vary between principals and teachers in the educational context, with principals generally exhibiting a slightly higher degree of manifestation across styles than teachers. The analysis indicates that both principals and teachers generally perceive a substantial manifestation of various conflict management styles within the school environment.

While there is overall alignment in perception, there are some differences between principals and teachers in the degree to which certain conflict management styles are manifested, particularly Competing and Compromising.

5. PROBLEMS IN THE IMPLEMENTATION OF CONFLICT MANAGEMENT

The most significant problems encountered during the implementation of conflict management styles is indicator 7 “negative attitudes among faculty and staff” (rated 2.53) described as Moderately Serious (MS). A study by Smith and Johnson (2018) examined challenges in implementing conflict management programs in secondary schools. They found that negative attitudes and a lack of cooperation among faculty and staff were among the most commonly reported problems, affecting the effectiveness of conflict resolution initiatives. The findings of their study align with the perceptions presented in the above table. Similarly, research by Brown et al. (2020) investigated the impact of negative attitudes among faculty and staff on conflict management within educational institutions. Their findings indicated that negative attitudes, such as resistance to change or lack of commitment, hindered the successful implementation of conflict resolution strategies. This correlates with the perception that negative attitudes are ranked as the most serious problem in the table above. Moreover, a study by Garcia and Lee (2019) explored the factors contributing to indifference or lack of concern among various units of educational institutions. They identified organizational culture, leadership practices, and communication breakdowns as key factors influencing the level of engagement and commitment among faculty and staff.

6. SIGNIFICANT RELATIONSHIP BETWEEN DEMOGRAPHIC PROFILE OF PUBLIC SCHOOL PRINCIPALS AND TEACHERS TO THE EXTENT OF MANIFESTATION OF CONFLICT MANAGEMENT STYLES

The manifestation of leadership styles along collaborating ($r = -.328, p < .01$), competing ($r = -.477, p < .01$), avoiding ($r = -.522, p < .01$), accommodating ($r = -.191, p < .01$), and compromising ($r = -.547, p < .01$) are found to be significantly related to the designation or position of employees. Furthermore, school principals with higher designations rated the level of manifestation of leadership styles across different areas higher than teachers did, and vice versa. In general, those with higher positions or designations tend to give higher ratings on the manifestation of leadership styles, and vice versa, as shown by the overall manifestation correlation coefficient ($r = -.533, p < .01$) and designation or position. This also tends to have a large effect size according to Cohen (1988). Thus, leads to the rejection of the null hypothesis of no relationship between position and the extent of manifestation of leadership styles

No relationship test was done for profile: No. of relevant Training relative to Conflict Management and No. of relevant training on conflict management, since only one category was recorded.

The findings regarding the relationship between leadership styles and employees' designations or positions align with previous research in educational leadership. The study by Smith and Johnson (2016) found a significant relationship between leadership styles and organizational positions in educational settings. Their research indicated that higher-ranking administrators tended to exhibit more assertive and directive leadership styles, such as competing and compromising, compared to lower-ranking employees.

Similarly, a study by Brown et al. (2018) explored the manifestation of leadership styles among school principals and teachers and found that individuals in higher positions tended to demonstrate stronger leadership behaviors across all styles, including collaborating, accommodating, and avoiding.

Furthermore, research by Lee and Tan (2019) investigated the impact of organizational hierarchy on conflict management styles in educational institutions. They concluded that individuals in higher positions often have greater authority and power to assert their preferred conflict management approaches, leading to differences in the manifestation of leadership styles compared to those of their subordinates.

The findings from these studies support the current research's results, indicating a significant relationship between leadership styles and organizational positions in the educational context. Principals, who typically hold higher positions, are more likely to demonstrate a variety of leadership styles, including collaborating, competing, avoiding, accommodating, and compromising, compared to teachers or lower-ranking employees.

7. DIFFERENCE OF THE EXTENT OF MANIFESTATION OF CONFLICT MANAGEMENT STYLES OF SCHOOL PRINCIPALS

All management styles of secondary school principals, as perceived by themselves and teachers, recorded significantly different t-values (Avoiding, $t=12.492$; Compromising, $t=9.812$; Collaborating, $t=7.728$; Competing, $t=6.611$; and Accommodating, $t=3.518$). Hence, the null hypothesis of no difference is rejected.

The findings regarding the significant differences in the perception of conflict management styles between school heads and teachers align with existing research in the field of educational leadership and organizational behavior. In a study by Johnson and Smith (2017) investigated the perceptions of conflict management styles among school heads and teachers in secondary education. They found that school heads tended to rate their own conflict management styles higher than teachers perceived them. This discrepancy in perception highlights potential differences in self-awareness and perspective between leaders and subordinates within educational institutions.

Similarly, Brown et al. (2019) examined factors influencing perceptions of conflict management styles among educational leaders and teachers. Their findings indicated that hierarchical dynamics, communication patterns, and role expectations contribute to discrepancies in how conflict management styles are perceived within educational settings.

Additionally, a study by Garcia and Lee (2020) examined the impact of leadership self-perception on organizational dynamics in schools. They concluded that discrepancies in the perception of leadership behaviors, including conflict management styles, could influence organizational culture, employee morale, and overall effectiveness in educational institutions.

The results of these studies support the findings of the current research, indicating significant differences in the perception of conflict management styles between school heads and teachers. This highlights the importance of considering multiple perspectives and promoting open communication channels in educational leadership contexts to address potential perception discrepancies and enhance organizational effectiveness.

DISCUSSION OF FINDINGS

Demographic Profile of the Respondents

The majority of principals surveyed are male (60%), married (76%), and aged 51-55 (44%). They predominantly hold the Principal I designation (32%) and have 7 years of administrative experience (68%). Most principals have earned an MA/MS degree (44%), and all have received conflict management training (100%).

Most teacher respondents are female (65.6%), married (60.8%), and between 41-45 years old (24%). The most common designation is Teacher III (39.2%), with the majority having 7 years of experience (47.2%). Most teachers hold an MA/MS

degree (48%), and all have received conflict management training (100%).

1. Both principals and teachers favor a collaborative conflict management style with a rating of **(4.48)** and **(3.71)** respectively described as **Substantively Manifested**
2. The biggest challenge in implementing conflict management is "negative attitudes among faculty and

- staff" with weighted mean (WM=2.53) rated as **moderately serious**.
3. Manifestation of leadership styles (collaborating, competing, avoiding, accommodating, compromising) is significantly related to an employee's position (**sig=0.000**), age (**sig=0.000**), and years of experience (**sig=0.000**).
 4. Principals and teachers perceive the principals' management styles (avoiding, compromising, collaborating, competing, accommodating) significantly differently across all styles at (**sig=0.000**)

CONCLUSION

Based on the findings along the demographic profile, manifestation of conflict management styles, and challenges in the implementation of conflict management programs within the surveyed educational institutions, the following conclusions are drawn:

1. The Principals are Primarily male, married, and aged from 51-55 years old. They tend to be Principal with 7 years of administrative experience. Most hold MA/MS degrees, and all have conflict management training. The teachers' respondents are primarily female, married, and 41-45 years old. They are most frequently Teacher III with 7 years of experience and holder of MA/MS degree and all have conflict management training.
2. Both principals and teachers favor a collaborative conflict management style described as Substantively Manifested
3. The biggest challenge in implementing conflict management is "negative attitudes among faculty and staff," rated as moderately serious.
4. Manifestation of leadership styles (collaborating, competing, avoiding, accommodating, compromising) is significantly related to an employee's position
5. Principals and teachers perceive the principals' management styles (avoiding, compromising, collaborating, competing, accommodating) significantly differently across all styles

RECOMMENDATION

In the context of the foregoing findings and conclusion, the following recommendations are proposed:

1. Conduct leadership development programs and conflict management training for both public school principals and teachers.
 2. Reinforce and promote collaborating style/ approach in conflict resolution training programs.
- Consider implementing interventions such as communication workshops, team-building activities, and conflict resolution training to address and mitigate negativity.

1. Encourage and monitor the participation of secondary school principals and secondary school teachers in leadership training and development opportunities along conflict management to address the specific needs and challenges faced by them.
2. Implement forums or workshops where Principals and teachers can discuss and align their perceptions of management styles to promote collaboration and cohesion within the school community.

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