**SCHOOL HEADS’ CONFLICT MANAGEMENT STRATEGIES AND THE TEACHERS PERFORMANCE: BASIS FOR A PROPOSED CONFLICT MANAGEMENT MODEL**

**A Dissertation**

**Presented to**

**the Faculty of the Graduate School**

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**In Partial Fulfillment**

**of the Requirements for the Degree**

**Doctor of Philosophy**

**Major in Educational Management**

**By:**

**Jaime Boy A. Alegre**

**May 2021**

**RECOMMENDATION FOR ORAL EXAMINATION**

This dissertation entitled **SCHOOL HEADS’ CONFLICT MANAGEMENT STRATEGIES AND THE TEACHERS PERFORMANCE: BASIS FOR A PROPOSED CONFLICT MANAGEMENT MODEL,** prepared and submitted by **JAIME BOY A. ALEGRE**, in partial fulfillment of the requirements for the degree in Doctor of Philosophy Major in Educational Management, has been examined and is hereby recommended for oral examination.

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This dissertation entitled **SCHOOL HEADS’ CONFLICT MANAGEMENT STRATEGIES AND THE TEACHERS PERFORMANCE: BASIS FOR A PROPOSED CONFLICT MANAGEMENT MODEL**, prepared and submitted by **JAIME BOY A. ALEGRE**, has been approved by the Committee on Oral Examination with a grade of **\_\_\_\_\_\_\_** on August 07, 2020.

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This is to certify that I have edited this dissertation manuscript entitled **SCHOOL HEADS’ CONFLICT MANAGEMENT STRATEGIES AND THE TEACHERS PERFORMANCE: BASIS FOR A PROPOSED CONFLICT MANAGEMENT MODEL** prepared by **JAIME BOY A. ALEGRE** in partial fulfillment for the degree, Doctor of Philosophy Major in Educational Management. I have found it complete and satisfactory with respect to grammar and composition.

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**CERTIFICATE OF ORIGINALITY**

I hereby certify that this dissertation entitled “Management Practices and the Level of Organizational Development Initiatives of School Heads: Basis for a Proposed Model” is my own work and that, to the best of my knowledge and belief, it contains no material previously written or published by another person or organization nor any material or organization nor any material which has been accepted for award and any other degree or diploma from a university or institution of higher learning, except where due acknowledgement is made thereof.

Furthermore, I declare that the intellectual content of this dissertation study is the product of my work although I have received assistance from others on the manner of organization, presentation, language, and style.

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**J.B.A.A**

**DEDICATION**

Dedicated to my parents who taught me to be strong in any given situations.

My wife, Adel P. Toledo for her love and support when I decided to be a “professional” student for a while.

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**J.B.A.A**

**ABSTRACT**

Name: Jaime Boy Añora Alegre

Degree: Doctor of Educational Management

Title: SCHOOL HEADS’ CONFLICT MANAGEMENT STRATEGIES AND THE TEACHERS PERFORMANCE: BASIS FOR A PROPOSED CONFLICT MANAGEMENT MODEL

This study aimed to determine the school heads’ conflict management strategies and the teachers performance from SDO – Caloocan, Malabon, and Valenzuela. The descriptive method was used to provide adequate and accurate information about the study. The are 52 school heads and 300 master/teacher respondents. A researcher made questionnaire was used to gather data. Cronbach’s alpha test were used to determine the internal consistency of the questionnaire. The alpha result is 0.80 which means that there is a very high consistency. The statistical tool employed to treat the data were spearman’s rank correlation and one way analysis of variance.

According to the research findings, there is a moderate extent of conflict in work assignment and performance evaluation. Little extent of conflict is present in the areas of promotion, personal growth and development, and interpersonal relationship as perceive by master teacher/teachers respondents. Findings revealed that collaborating and avoiding has a moderate extent while dominating has a little extent as school heads conflict management strategies as perceived by master teacher/teacher respondents. On the other hand, collaborating has a great extent while avoiding and dominating has a moderate extent as school heads conflict management strategies as perceive by school heads themselves. Furthermore, there is a high relationship between extent of school heads conflict management and the teachers performance.

**Keywords: Areas of conflict, Teachers performance, School Heads’ Management Strategies.**

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