**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**

**University of Caloocan City**

**City of Caloocan**

**In Partial Fulfillment of the**

**Requirements for the Degree,**

**Doctor of Philosophy**

**Major in Educational Management**

**JAIME BOY A. ALEGRE**

PhD-EM, 20178076-M

**CHAPTER 1**

**THE PROBLEM AND ITS BACKGROUND**

**Introduction:**

Conflict is an actual or perceived opposition of needs, values and interests, conflict as a concept can help explain many aspects of life such as social disagreement, conflict of interests, and fights between individual, groups, or organizations (Bobkova, 2011). The origin of conflict is equivalent to the history of humanity. The occurrence of conflict in every environment in which human is present appears to us as normal. Conflict has been the center of attraction of the organizational life and the world. The result of conflict makes people sad (Dagli & Sigri, 2014).

A school leader is a person who influences a group of people inside the school towards a specific result. Ogbonnia (2007) defined an effective school leader as an individual with the capacity to consistently succeed in each condition and meeting the expectation of an organization or society. School leaders are recognized by their capacity for caring for others and clear communication.

In school environment, conflict can be in the work assignment, promotion, personal development, human relation, group affiliation, and in the performance evaluation teachers. Conflict in the work assignment refers to the task given to the teachers that correlate to his/her work, performance. Promotion relates to a conflict if the person or teacher being promoted does not fit to the job description or promoted because of favoritism. In the same manner, conflict in professional development occurs when someone is given an opportunity to attend seminar workshops, education conferences, etc., while others are not. This means that in every school, we can’t deny the fact that teachers have disagreements with each other. In addition to, human relationship conflict refers to conflict between two or more members of the group or team with different personalities or worldviews collide, and arguments inevitably present in a school organization. The conflict in performance evaluation refers to the adoption of unreasonable goals that leads to unfair evaluation in which teachers are not judge based on their accomplishment. This conflict could stimulate teachers’ motivation, work performance. This could also improve teachers’ relationship; the school climate could be a conducive working place and even increases students’ performance.

On the other hand, if teachers are involved in a conflictual situation this redirects his/her energy and attention away from their common objectives that tends to decrease their work performance and motivation. Relationship of teachers may suffer because of message deterioration, isolation of some groups that lead to an unfriendly atmosphere in the school. In addition, students’ performance could be affected since conflictual situation cam hamper their productivity.

The school administrator, as the designated leader of the school must be responsible for encouraging and stimulating activities that will help the teachers improve teaching-learning situation. A leader is the driving force behind the organizational development. Opportunities are placed within his reach. Leadership is an x factor in good management. It is the elusive quality of management that inspires others to perform. It is a quality of a school administrator which enables him to influence others to accept his direction freely or willingly. (Sherelle Lou Sumera-Icutan & Catherine Sumera-Sagaoinit ,2017)

School managers have different role and functions in the unending educational process. They are strong agents to attain quality education. To merit quality education is to have quality school managers. If a quality leader is to be improved, then special attention should also be focused on their problems and coping mechanisms. For, to be a school manager “requires extraordinary qualities, traits, values, attitudes and behavior to have a strong image.”

**Background of the Study**

In the field of education, conflict within the organization is inevitable. This makes the group an unavoidable human phenomenon where there is human there is a likelihood likes and dislikes. These disagreements and agreements among individuals and groups that leads to conflicts. Conflicts can be constructive or disruptive but the ways this are handled can be positive nor negative on the members of the organization. Schools like many organizations are prone to one and other causes of conflict in the work assigned, promotion of teachers, professional development of teachers, teachers relationships, group affiliation or even in the evaluation of teachers performance.

On the mentioned causes of conflict, there are several effects that may occur. This conflictual situations in the school may hinder the teachers’ performance and motivation. Teachers’ performance is the way in which a teacher does their job. In this case, teachers’ best practices in the school can be irrelevant to what does the department needed him/her to do. In addition, teachers’ motivation is associated how teachers do in achieving the goals of an organization.

According to Abdul Ghaffar, (2015) causes of conflict in schools is not the same as discomfort. The conflict is not the problem – it is when conflict is poorly managed. Conflict is the problem when it hampers the productivity, lowers morale, causes more continued conflicts, and causes inappropriate behavior among person in the organizations. Furthermore, possible sources of conflict are poor communication, competition for common but scarce resources and incompatible goals and the like.

In addition, sources of conflict include shared resources, goal differences, differences in perceptions and values, disagreements in the role requirements, nature of work activities, individual approaches, and the stage of organizational development. (Plunkett and Attner, 2014).

Gray and Stark (2014) suggested six sources of conflict. These are: Interdependent work activities, limited resources, differentiation of activities, communication problems, differences in perceptions and the organizational environment. Conflict is a part of social interaction when state delegates on issues on what concerns them, it becomes a conflictual situation. It might be at the class level, department or even school government level.

Dep-Ed order no. 35, s. 2004 entitled the revision of the grievance machinery of the department of education states the basic policies on how to resolve the grievances in the school. As stated, the grievance shall be resolve at the lowest possible level and if not resolve in the lowest level the aggrieve party shall present his/her grievance step by step process following the hierarchy of positions. The head of the school shall ensure that equal opportunities for men and women to be represented in the grievance committee.

Thus, this study is very timely since not all teachers knows that there is an existing order about managing the conflict in the school. Furthermore, this research study will ensure that the conflict within the organization will be addressed through developing a conflict management model that would be a basis of teachers and school head in resolving conflicts.

**Statement of the Problem**

The research focuses on the School Heads’ Conflict Management and Teachers’ work performance: Basis for a proposed training program in the division of Caloocan, Malabon and Valenzuela City.

Specifically, this study seeks to answer the following questions:

1. What is the extent of conflict in the school of the respondents as perceived by master teacher/teacher respondents in terms of the following areas?
   1. work assignment,
   2. promotion,
   3. professional growth and development,
   4. inter- Personal relationship,
   5. performance evaluation.
2. Is there a significant difference in the perceptions of the master teachers/ teachers on the extent of conflict in their respective schools?
3. To what extent do the school heads manage conflict in their respective schools in terms of the aforementioned areas as perceived by the master teachers/teachers and the school heads’ themselves?
4. Is there a significant difference in the perceptions of two groups on the extent of school head conflict management in their respective school?
5. What is the level of work performance of the teacher respondents in the last three years based on the IPCRF?
6. Is there a significant relationship between the extent of conflict management of school heads and the teachers work performance?
7. What conflict management model may be proposed based on the extent of the conflict?

***Hypothesis:***

The hypotheses were tested using 5 percent confidence level.

1. There is no significant difference in the perceptions of the two groups on the extent of conflict in the respondents’ schools.
2. There is no significant difference between the perceptions of two groups on the extent of school head conflict management in their respective school.
3. There is no significant relationship between the extent of conflict management of school heads and the teachers work performance.

**Scope and Limitations**

The purpose of the study is to know the School Heads’ Conflict Management and the Teachers’ Performance and to propose conflict management model based on the conflict present in their respective schools. The participants in the study were the school heads/head teachers and master teachers/teachers in the division of Malabon, Caloocan, and Valenzuela City. The researcher develops a researcher made questionnaire to ask the perception of master teachers/teachers on the extent of the occurrence of conflict in the school in terms of work assignment, promotion, professional development, human relationship, and performance evaluation. The researcher also develop questions that would lead on what extent do the school heads manage conflict in their respective school based on the areas mentioned. This study wanted to know the significant difference between the perceptions of master teachers/teachers on the extent of conflict in their school, significant difference on the extent of school head management of conflict as perceived by teachers and themselves, and the significant difference on the extent of conflict management of the school heads to the teachers work performance.

**Significance of the Study**

This study will benefit the following:

**Learners –** this study will benefit students’ academic performance since teachers without conflict can deliver the best teaching practices that students need.

**Master Teachers/Teachers –** In general, this study will give them an opportunity to be a better problem solver, to develop healthy relationship, improve productivity and improved personal growth.

**School Heads/Head Teachers ­­–** this will benefit them in such a way that they can identify the conflict earlier and because of that they can apply different strategies to solve conflict present in school.

**Policy Makers –** this study will be the wake-up call for them since this will be their basis in developing a new policy on the extent of conflict within school.

**Future Researchers –** they will be finding program/s that can be used as a solution/s to the conflict occurrence in the school.

**Chapter 2**

**REVIEW OF RELATED LITERATURE AND STUDIES**

This chapter presents different ideas from other researchers that are related to this study. The ideas presented below are local and foreign literature and studies that give support to different types of conflict occurrences in the workplace of the respondents and the management solutions in resolving conflicts.

Conflict can be constructive or destructive in functioning of a group and a unit. On the one hand, it is thought that conflict is negative, and it ought to be prevented. Since it may harm stagnation of the school organizations, group working can create tension and resistance to changes. On the other way around, conflict is sometime beneficial for the school organizations because it increases creativity, competition, viewpoints to each members of the schools (as cited by Stanisavljevic, 2014).

This implies that teachers or members of the school with conflict has no unity in which could result to a conflicting work relationship. In this manner, the conflict between them will give distress to the school head on how to resolve such conflict. On the other side, conflict between teachers or school employees can be beneficial to them to the point that they increase their competitiveness in each work that they are trying to accomplish, increase their critical thinking ability by giving unique ideas that could help the school.

When the word conflict is heard, it comes to mind the concepts such as furiousness, fear, tension, anger, disappointment, distrust, hostility, damage, destruction, discussion. The fact shows that the idea of conflict evokes negative thoughts. Despite this fact, people perceived from conflict positive things such as an opportunity for personal development, intellectual revolt, excitement, and encouragement (cited by Dogan, 2016).

Conflict is an important part of thinking, watching, performing, and managing organizations. In this context, it has been known that the conflict is an organizational reality and in there are people who lead up to the conflict and have different characters, understanding, value judgment, worldview, objectives, attitudes, beliefs, personalities, roles, communication skills, and interests in every organization (Demir, 2010; Ceylan, Ergun, & Alpkan, 2011).

Conflict status in schools comes in different aspects such as prelude to conflict, triggering event, initiation, differentiation, and integration (Bobkova, 2011). This means that in every school there is a thing or two that leads to conflict between teachers or school management.

Wilmot and Hocker (2011) described conflict as a struggle over perceived incompatible differences in beliefs between two or more interdependent individuals. This may include differences in values, desires for esteem, control, and correctness. Salleh and Adulpakdee (2012) stated that the term conflicts originated from the word configure which means to strike together.

The principal has to ensure that the programmed and activities of the school are planned, designed, coordinated, and integrated in such a way that the school is able to satisfy the needs of the personnel in the school, the needs and the expectations of the society and meet the educational goals and objectives of the school (Taiwo, 2010).

The management and resolution of conflict in educational settings requires strategies that promote the amicable handling of disputes cooperatively, constructively, and successfully in addition to traditional disciplinary procedures. Ghaffar (2010) cited by Johnson and Johnson, who stated that when conflicts are resolved constructively, certain characteristic features result in an outcome:

• All disputants are satisfied,

• Relationship between disputants is improved, and

• The disputants’ ability to resolve future conflicts constructively is improved. According to Ghaffar, though there exists a plethora of conflict management styles, a collaborative approach gives a higher probability of protecting the relationship.

Nancy E. Algert and Christine A. Stanley (2007). A successful academic leader such as a department chair or school heads must be able to discern and manage conflicts effectively. Conflict is a natural state of existence in our everyday lives, and the academic setting is no exception. In an era of greater accountability, pressures to increase student enrollment, declining resources, and the expectation to recruit and retain a more diverse faculty and student body, the probability of an academic leader engaging in or having to resolve conflict is on the rise. The nature or types of conflicts in an academic setting vary, from the individuals involved to the issues that lead to them. Conflict can arise over issues related to faculty hires, the allocation of department and college resources, performance evaluations, achieving and working with diversity, and relationships among departmental personnel. If administrators are not always equipped with the skills necessary to handle conflict, then the ordinary faculty member is even less equipped to manage stress and conflict. Therefore, effective academic leaders must seek ways to avoid and resolve conflicts among faculty and staff.

Conflict management strategies are the behavioral methods used to resolve conflict. These behaviors are a consequence of both external circumstances and the individual’s own method of interaction with people and problems and are chosen dependent upon the relative significance of one’s concern for self, versus concern for others. Management of conflict is extremely important for the effective functioning of organizations and for the personal, cultural, and social development of human beings. The manner in which the conflict is managed typically causes more tension in the situation rather than the conflict itself. Any professional who is concerned with supporting others and the organization in changing negative conflict situations should have an objective of inventive and productive conflict management. (Trudel J, Reio T., 2011)

Uzun & Ayik (2017). Eurasian Journal of Educational Research (2017). Conflict management requires an interaction between a moderator and the third parties. Principals are a third party in solving a conflict among employees. When principals intervene, they start an interaction. Verbal and non-verbal communication from both principals and the conflicting parties affect this interaction. During the process, principals should listen to the parties carefully and try to show empathy. Principals should be able to give effective feedback and persuade the parties by affecting them. In order to achieve this, principals should demonstrate communication competences like effective listening and speaking and showing empathy and understanding. Furthermore, employees think that conflict management is one the most important skills among the communication competences of a school principal. It is a fact that the relationship between communication competences and conflict management skills of principals is crucial for both effective management and a positive school environment.

Conflict management must be participatory, involving all stakeholders in the academe. This means that the school administrators and school heads should not be the only ones involved in it; teachers must also play an important role in it. Involvement of teachers in the management of conflict in their school is likely to enhance their productivity (Ajayi & Afolabi, 2012).

Kehinde (2011) showed that the conflict management strategies in place at the organizations have been relatively useful in minimizing the incidence of disruptive conflicts while conflict management strategies have positive impacts on productivity.

Uzun & Ayik (2017). Eurasian Journal of Educational Research (2017) offer one more choice. Communicate when Conflict occurs "When two or more people occupy the same space at the same time, but there's room for only one.” No matter which particular space I wanted to occupy, one of my sisters claimed it. Whining, complaining, punching did not alter that reality. As an adult, I can see situations of conflict arising every day. The space might not be the window seat, but it might be the office with the window. The space might also be a philosophical view. When two people collide over ideologies, they hold a mental space that only they can occupy.

The author mention above created a method of communication; he says that it is just right model that can help us. This practical model will help you communicate your way out of conflict, and it has three components.

1. Change. Recognize that change happens within you. You cannot change other people. Once you recognize this very important fact, you will stop trying to impose your will on others. What you want to do is say what you want to say, listen to the other point of view with an open mind, and then move on. The other person must decide to change.

2. Curiosity. Enter the conflict situation with a genuine interest and curiosity. When you come into the conversation acting as if you have all the answers, how can you discover what the other person is thinking? Use your natural born curiosity to discover what prompted someone to do something or what prompts them to want something.

3. Compassion. By putting yourself in the other person's place, you discover what it feels like to be that person. What is going on in their mind? What concerns, values, interests occupy their time? Before deciding to enter into a conflict discussion, you must consider three components. (Curtis, Joan Ed. D., 2019) “No Punching, No Running—Communicate! How to Resolve Conflict” *Articles Factory* January 30, 2019)

Dealing with conflict is a frequent concern for many organizations. Managers and supervisors have to deal with conflict on a daily basis. Many times, conflict happens when people see situations differently. Often the potential conflict can be defused by understanding the other person’s point of view. Much has been written on different personality or behavioral styles. A very positive way to deal with conflicts is to gain an understanding of the four different behavioral styles.

For example, some people are the no-nonsense, get-the-job-done type. To them, the most important thing is the task. They like to take decisive action and take pride in a job well done. Other people are more focused on people relationships. They see work more from a team viewpoint. They want people to get along with one another and support each other.

When a no-nonsense type of person supervises a relationship type person, there is the potential for conflict. The get-the-job-done supervisor will get more work accomplished from the relationship type person if the supervisor allows for freedom to interact with others. By actively listening to the employee’s concerns, the get-the-job-done supervisor will obtain greater productivity and respect.

The other two styles are the think-about-the-details type person and the enthusiastic adaptive type of person. The think-about-the-details type person likes to think things through, and dislikes being rushed to get something done. After all, they want to do a quality job. The think-about-the-details type person also prefers to do work in a step-by-step way. (Drake, Jeffrey W., Ph.D. “Dealing with Conflict”, *Communication Articles*, June 3, 2015)

Conflict is unavoidable. Some level of conflict is actually healthy for relationships, but it comes with knowing how far the conflict should go, and how best to manage it. Here are a few tips on managing conflict in a relationship. Every relationship at some point in time will find itself in the throes of conflict. It is unavoidable, and honestly you should make no attempt to outright avoid it. Some level of conflict is actually healthy for relationships, but it comes with knowing how far the conflict should go, and how best to manage it. A free for all conflict is not a good idea, but a managed conflict can let off pressure from a relationship that desperately needs it. Here are a few tips on managing conflict in a relationship.

First is do not be defensive, the quickest, easiest way to manage conflict in a relationship is to ensure open and honest communication. This is nearly impossible, however, if you are being defensive and taking it upon yourself to be offended at every possible opportunity whether it is warranted or not. Even if your significant other is trying to insult or malign you, try your best to not take it personally, and do not be defensive.

Second, keep the conflict on the current disagreement. It is crucial when trying to manage a conflict in your relationship to never bring up past problems when discussing (or fighting about) a current problem. This often leads to a two-fold effect, where not only has the conflict intensified to incorporate other problems, but it also rips off the scars of old wounds, which puts everyone on the offensive and fosters little beyond ill will and hurt feelings. Keep an argument focused on the present problem and you will be okay.

Third, do not generalized. Do not allow yourself to generalize. Instead, keep the conflict grounded in the specifics of you and your significant other. Fourth is, do not trivialize. When trying various ways to resolve conflict in your relationship, do not trivialize your partner's point of view, and don't make it seem as though their thoughts, feelings and frustrations have no value, not only because they do have value.

And finally, do not put words in the others mouth. It is vitally important not to assume you know what your partner is thinking or where they are coming from. Take their words at face value and give them the benefit of the doubt. This approach will go a long way toward earning you some good will and will make you look considerate and conciliatory. Conflict management comes from openness and listening. (Uebergang, Joshua “How to Manage Conflict in a Relationship”, *Psychology Articles*, June 2015).

At the base of most conflicts is a simple, often times avoidable problem with ineffective communication that prevents mutual respect and understanding. According to (Uebergang, Joshua “Steps to Managing Conflict Effectively in Relationship Communication”, *Psychology Articles*, June 2015), there are few steps for you to follow to effectively manage conflict that may be affect your relationship communication.

1. Recognize the problem. The most crucial step toward restoring the communication gap in your relationship and managing the conflicts that arise within is the ability to recognize whatever the problem is, describe as dispassionately as possible the roots of the problem, and find agreement with your significant other about this recognition. A problem can’t be solved if its parameters can’t be clearly articulated and agreed upon.

2. Control the stress and emotions. One of the most important things to remember when a conflict arises in your relationship is to manage stress levels and manage your emotions. Do not let the other person bait you into a fight, try to remember to not take the conflict personally, and that the quickest path back toward open, honest communication and conflict resolution is through a calm and reasoned discussion, not through angry and explosive outbursts.

3. be fearless, not reckless. It is vitally important to not allow yourself to yield to fear during a conflict, as a fearful frame of mind will make it incredibly difficult to think clearly, to manage your emotions, and to remain open, honest and sincere with your significant other.

Try to be serious in resolving the conflict, do not be afraid of your and try not to take personal offense to anything said in the heat of the moment. This, of course, is not a license to be reckless. Being fearless is not the same thing as careless, and you must always try to be cognizant of your partner's own point of view.

4. Be responsive. Do not be the proverbial bump on a log during a conflict. For any hope of communication restoration, an honest and open give-and-take must be at play, where both your feelings, frustrations, thoughts, and concerns are treated as equally valid and worthy of discussion. Each of you a play a role in effectively managing any conflict.

As stated by Barr, Regina in her article entitled “Five Steps for Handling Workplace Conflict” (2016). Almost anyone you talk to in the workplace has encountered one form of conflict or another. Conflict in the workplace is not uncommon, and in fact, in some instances it is even worthwhile. That is right. It can be worthwhile particularly if you can shift the conflict to make it work to your advantage. Conflicts arise when expectations are not met in some form, when one party perceives a threat to themselves in some way, or through simple miscommunication. Follow these simple steps in managing conflicts.

1. Determine the cause. You cannot solve the problem until you are sure that everyone has a mutual definition of the problem and that everyone is talking about the same problem. Gather as much data as you can. Ask for information and be sure to involve the impacted individual(s) in discussions. Ask "what else" questions to raise all of the issues and show a willingness to listen. Do not become defensive or personalize issues.

2. Collaborate on solutions. Use a "yes... and" response to focus and build on potential solutions. Avoid using a "yes... but" response, which tends to shift focus back onto the problem and away from solutions. Whenever possible, always engage key stakeholders in developing solutions. This will help facilitate buy-in when final decisions are made.

3. Provide alternative options. Whenever possible, provide choices. People tend to feel empowered when they are involved in the decision-making process. This will also help you in soliciting ongoing support and champions once the final decisions are made.

4. Communicate key decisions. Develop a communication plan that communicates the decision as many times and as many ways that you feel are appropriate. This might include meeting one-on-one with those involved, announcement at a team meeting, and an email announcement or written memo to follow-up. Be sure to involve your boss (and senior management or human resources when appropriate) to reinforce and support the final decision.

5. Implement solutions. Once a decision has been made, it is important that you be assertive in the implementation of that decision. When challenged (and do expect to be challenged) be calm, re-focus on the process used to identify issues and develop solutions and be confident in the knowledge that you have done the best you can to resolve the situation. Don't get angry or over-apologize, as this will only serve to weaken your position.

Handling workplace conflict is never easy, but it is necessary if you want to be perceived as a strong leader capable of getting things done. Avoid conflict and you put yourself on a path of manipulation and distrust. Handle conflict straight on and you will earn the respect of your peers, your staff, and your boss. Even more importantly, you will feel more confident and capable no matter what situation you find yourself in.

According to Dr. Fiore, Tony in his article “Resolving Workplace Conflict: 4 Ways to a Win-Win Solution” (2012). The effects of conflict in the workplace are widespread and costly. Its prevalence, as indicated by three serious studies, shows that 24-60% of management time and energy is spent dealing with anger. This leads to decreased productivity, increased stress among employees, hampered performance, high turnover rate, absenteeism and at its worst, violence and death. Conflict in the workplace is the result of a variety of factors. Perhaps the most significant cause is when someone feels taken advantage of. This might happen when a perfectionist boss demands the same dedication and commitment from employees as he or she exhibits but does not compensate them for the late or weekend hours.

Other scenarios include the employee having unrealistic expectations of what their job position really is, or of being misunderstood in the workplace. Conflict also arises because of values and goal differences in the company. The company may not have goals or not adequately express the goals and values to their employees. Conversely, the employee may have personal goals and values at odds with those of the company.

There are four specific steps managers can take to reduce workplace conflict. The first is for managers to look at communication skills, both in terms of how they communicate and how they are teaching their employees to communicate with each other. This, of course, includes using ‘I’ statements instead of ‘you’ language. Owning your own feelings and your own communication is a much more effective way to communicate and even more, teaching your employees to communicate that way with others, goes a long way toward reducing conflict.

The second part of communication is for managers to beef up listening skills. Active listening involves things like actually trying to understand what the other person is saying, and then communicating to the other person that you do indeed understand what they are saying.

The second way to decrease workplace conflict is to establish healthy boundaries. Without boundaries, there will be conflict and squabbles, power struggles and all kinds of circumstances that make for messy situations. You can be professional and be empathetic and compassionate toward your employees, without crossing the line of becoming their friend. This is especially important when there’s a power difference between two people in an employment situation.

The third factor to reducing conflict is a skill called ‘emotional intelligence.’ There are many aspects and facets, but it basically means developing skills to be more effective by teaching people to combine both intelligence and emotions in the workplace. Seeing and dealing with employees as human beings with real lives is often overlooked in the busy workplace. People with high emotional intelligence can do this in a professional manner and maintain appropriate boundaries. Another aspect of EQ is knowing and being sensitive to how employees are experiencing you as a manager. Part of EQ is teaching managers to be sensitive to how they are coming across to others.

The fourth aspect of reducing workplace conflict is setting up behavioral consequences to be used with truly uncooperative employees who are unwilling to change. Despite using all these recommendations, there will be a few employees that just won’t change because they’re unwilling or unable. That means a manager must explain a consequence, which is an action or sanction that states to the employee the likely outcome of continuing problematic behavior. It will take skills from the three previous points to do this in a non-threatening way.

Is there ever a place for anger in the workplace? Yes. When people can say, ‘Wait a minute. I’m not happy with this; I don’t like what’s going on,’ and they turn that anger into a positive action, then the anger can be seen as a kind of motivator. Sometimes when we’re in a position where we recognize that we are upset about something, and we use that to our advantage, we can make that work for us, and in the long run, actually work for the company.

As employees, the more we can learn to speak up, to be able to say what our needs and our wants are in a healthy way, and not let it fester to the point of rage or explosion, we can use our anger as a motivator to help us take action. Employees can also change their attitude toward their job while putting up with the unpleasant aspects of it. One way to reduce conflict and to be happier is to find a way to shift our perspective and our vision of why we are there.

Mullius (2010), enumerated the potential causes of conflict as follows: (1). Limited resources. Most school resources are limited and as a result, teachers, and principals struggle to have their own share. The greater the limitation of resources than usually, the greater the potential for conflict. (2) Poor communication network. Poor communication network is highly rated as one of the main causes of conflict in schools (Iwuagwu, 2011).

School principals who introduce innovation without first educating the teachers and students of the nature and foreseen benefits of the innovation in the school cannot expect genuine cooperation and participation from them. And this can lead to conflict. Also, when decisions are not disseminated effectively, sources of conflict can this be created for or by teachers and students. (3) Task inter-dependence, where the task of a teacher is dependent upon the work of another teacher, there is potential for conflict. Also, if the work of a department in the school is dependent upon the output of another department, a similar situation could arise. If reward or punishment systems are perceived to be based on keeping up with performance level, then the potential for conflict is even greater. (4) Overlapping authority. When two or more teachers or departments claim authority for the same activities or tasks, conflict is likely to occur. (5) Role conflict. A role is the expected pattern of behavior associated with members occupying a particular position within the structure of the school. In practice, the manner in which some teachers actually behave may not be consistent with their expected pattern of behavior. Problems of role incompatibility and role ambiguity arise from inadequate or inappropriate role definition in the school system and can be a significant cause of conflict. (6) Inequitable treatment. A teacher’s perception of unjust treatment in the operating of personnel policies and practices or in reward and punishment systems can lead to tension and conflict.

As cited on the article from European Journal of Educational Research (2019), there are three main parameters that can lead to a conflicts’ manifestation;(a) the interdependence among the members of an organization, (b) the awareness of incompatibility, among the different interests (organization, members of the organization, etc.), and (c) some form of interaction among individuals and/ or groups of people.

The journal also cited, Jehn &Mannix (2001) based on the conflicts ‘nature which distinguish three types of conflicts: (a) relationship conflicts, (b) task conflicts, and (c) process conflicts. A relationship conflict comes up because of different personalities among teachers. A task conflict implies disagreements on the content of school unit’s goals, while a process conflict emerges when there are different perceptions on the use of media so as the unit’s educational goals to be achieved.

Jeriphanos Makaye & Amasa Philip Ndofirepi (2012) cites several causes of conflict are goal incompatibility, unavailability of resources, performance expectations and organizational structures. Goal incompatibility occurs when there is a lack of agreement concerning the direction of evaluating task accomplishment. This source of conflict is said to be the most frequent in an organization. In an organization such as the school, individual teachers may bring with them different time and goal orientations that may create a state of high differentiation. Further to that, he recognizes that conflict within an organization can be caused by competition for limited resources. He asserts that at a school for instance books and furniture are mostly in short supply. Another source of conflict is activity or performance of one person in a group that affects the subsequent performance of other members. In other words, one member’s work cannot begin until another member provides some needed information. In many organizations, the structure or role is a potential source of conflict. There can be function conflict in a functional structure and division conflict in a product structure. In a school, this type of conflict can be seen in the relationship between the head and the teachers. The problem lies in the viewpoints of each member and their roles in schools.

According to Elena V. Frolova, Olga V. Rogach а, Tatyana M. Ryabova, Anastasiya V. Zuykina (2019) on the factors of Conflict in the Educational Environment of the Modern School. There are two main causes of conflicts: vagueness on goal setting and disagreements on assignment of roles and duties within the school unit. That means, conflicts arise when there are different approaches on how the school unit works. Another cause of conflicts is diverged goals, personal and competing interests among teachers. Bad school management cause conflicts too. For example, when a principal discriminates among the school’s personnel by allocating duties unequally, conflicts also happen.

(March & Simon, 2003; Mullius, 2010) said that another source of conflicts is how communication is succeeded within the school unit. In addition, conflicts can occur because of insufficient school resources and inadequate working conditions. Also, teachers’ different perceptions on goals’ achievement and processes’ implementation often cause confrontations (Katsaros, 2018). Finally, peculiar personalities can be a source of conflicts (Robbins & Judge, 2013). To conclude, different opinions and incompatibility among them can lead to conflicts, often hidden and not apparent ones.

As cited by Isabu M. O. (2017), revealed that there are several types of conflict; inter-personal conflict is conflict between individual members of an organization occurring because of differences in their goals and values. In the school system, inter-personal conflict occurs between teacher versus teacher and students versus students. A frequent cause of interpersonal conflict in the school system is personality clash. When two teachers distrust each other’s motives, dislike one another or for some other reason cannot get along. Intra-group conflict is conflict that arises within a group, team, or department.

Inter-organizational conflict arises between one organization and another is called inter-organizational conflict. In the school system, this can be conflict between the school and the environment, between this school and some other governmental bodies in the community.

In the study of Cataña (2015), states that, at organizational level, they were identified 3 major causes which influence the time evolution of every conflict;(1) the complexity of the organization’s environment,(2) the differences between people, the fear of the new situations, and the normal resistance to change,(3) the way of managing the divergent opinions (resources management and conflict management, taking care about the different traits of the involved people – the authors underline the importance of egocentrism, pride, and vanity), as well as the resource limitations and the organizational constraints.

The teachers were invited to define their work environment through the behaviors which are accepted in their schools and there are encountered frequently. They estimated that, the most frequent behaviors in schools are the ones of collegiality (29%), mutual support (21%), and tolerance towards colleagues’ different opinion, behaviors, and attitudes (19%), conflict avoidance (18%). There are, however, other behaviors found in schools that are considered harmful and which were mentioned by a limited number of respondents: bureaucracy (6%), excessive control and obedient behavior (3%), inertia (1%), verbal or behavioral aggression (1%). In order to understand the teachers’ common behavior in school, they were asked to select from a predefined list (with the possibility to add new items, if considered relevant by a certain respondent) and to rank some important aspects of their school-life. In the decreasing order of the given importance, it was obtained the following list: maintaining a pleasant work environment; the creativity and innovation of the teachers; the correct and on-time completion of the allocated tasks; the opportunities for personal development (each of these aspects having percentages over 85% of being considered important to a large or very large extent). Other aspects perceived as important were inclusion of all the school activities, performed during a school year, in the annual performance appraisal system (80%), respectively recognition and acknowledgement of the personal performance (70%).

The Teaching and Learning International Survey (TALIS) the study of Mirescu, S. C, Blanariu , L, Avram, E. N., & Daniliuc, L. (2014), indicates a few directions to using the strategies of collaboration between teachers, from the perspective of school principals: for assuring the discipline within the classroom, there is mentioned a very tight collaboration (93%), well above the average of the participant countries; collaboration for educational innovation, for the majority of respondents (above 80%); same as the responsibility of teachers regarding the students’ results (approximately 90%). The avoidance strategies are frequent (32% of the respondents) or very frequent (24% of the respondents); 26% consider that these strategies occur with an average frequency, and the rest of 18%, rarely or very rarely. This type of strategy is used when no personal interests, but the school climate is perceived as important.

The above study suggests that school heads are the most important person in the school to assure that teachers are helping each other to maintain the discipline of the students inside the classroom. It also indicates that collaboration between teachers promotes a harmonious, unified environment for teachers. On the other hand, there are school heads that uses an avoidance strategy as a method of solving conflict in the school, this means that the school head has no obligation to settle the conflict that arise within the school premises.

According to an article “When Promotions Become a Source of Conflict” written by Sirman, Ruth (2017). In most organizations, for those employees who excel in their jobs, they are great litigators, great classroom teachers, excellent researchers or practitioners. The standard progression stream is to move up the hierarchy into management. However, the “reward” too frequently sets the star employee to fail. The skills and aptitudes required to succeed as a classroom teacher are rarely the same skills that make for a good manager or a good administrator.

Teachers have high expectations on their school heads, and lack of management knowledge, skills, and ability to create a healthy and productive work environment. When an administrator is not able to be achieved this, the administrator can expect conflict with the teachers or employees.

Swan, Athena (2019), no individual who intends to be an applicant for a position within the school may be involved in drafting the documentation relating to the post or the information for candidates. Where it is found that a staff member subsequently applies for a position where s/he has been involved in preparing the documentation, the process shall be recommenced without that individual’s involvement. Similarly, any individual who by the nature of the relationship with a potential candidate would be deemed to have a conflict which cannot be managed, cannot be involved in the drafting of documentation relating to the post and where subsequently it is found that such a conflict exists, the process shall recommence without the individual’s involvement.

According to Argon (2014), conflicts can take place between administrators-teachers, teachers-teachers, teachers-stunts 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. 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.

David Ingram; Reviewed by Michelle Seidel, B.Sc., LL.B., MBA; (2019), revealed that no employee likes to receive a negative performance review, but giving negative feedback in a review can be unavoidable based on the employee's own actions during the review period. Employees may become angry over not receiving expected pay raises, promotions or other performance-related incentives, and may lash out by spreading discontent through gossip and a negative attitude at work. Employees may argue directly with supervisors during performance reviews, creating sensitive situations that require tactful communication. To resolve a conflict arising from a negative performance review, work directly with the employee to create a solid, time-bound plan of action to improve her performance, and tie the completion of these goals to guaranteed incentives. Allow employees a voice when setting goals to increase their dedication to achieving the goals.

Odigwe (2014) submitted as study that poor recognition of teachers’ autonomy, lack of objectivity, inadequate flow of information and perception of issues of interest are causative agents of school-based conflict. With such conflicts, teachers cannot contribute meaningfully to teaching - learning process which is central to the provision and actualization of qualitative education. This further leads to increase loitering by students, increase in the level of noise making in classrooms, poor evaluation of students’ class work and delay in submission of students’ assessment scores to relevant authority. These problems that attribute to poor teachers’ job effectiveness.

As cited by Isabu M. O. (2017), though it is not possible to have a conflict free school environment due to individual differences and interest, yet, when not managed, it could lead to chaos and anarchy, hence, the need to nip it in the bud. The following steps should be followed to manage conflicts:

Step I: Analyze the nature and type of conflict.

According to Dunham (2005), the first step in managing conflict is to analyze the nature and type of conflict. Here, questions may be asked, and answers may come from the administrator’s experience, partners, teachers, etc.

Step II: Appropriate response to the conflict

Once the administrator has a general understanding of the conflict, selection of the most appropriate response to the conflict is made. Griffin and Moorhead (2007) suggests five ways which are: Accommodation, avoidance, competition, collaboration, and compromise.

Accommodation: Accommodation occurs when the goals are compatible, but the interactions are not considered important to overall goal attainment. The difficulty with the habitual use of the accommodating approach is that it emphasizes preserving a friendly relationship at the expense of appraising issues critically and protesting personal rights.

Avoidance: When conflicts are handled by avoidance, the two parties to a conflict try to ignore the problem and do nothing to resolve the disagreement. Avoidance is often ineffective since the real source of the disagreement has not been addressed. Conflict is likely to continue, and communication and cooperation are hindered.

Competition: This occurs when each party to a conflict tries to maximize its own gain and has little interest in understanding the other party’s position and arriving at a solution that will allow both parties to achieve their goals. It is an attempt to satisfy one’s own needs at the expense of the other persons. This can be done by using formal authority, physical threats or by simply ignoring the claims of the other party. The problem with the repeated use of this approach is that it breeds hostility and resentment.

Collaboration: This is a way of handling conflict in which the parties to a conflict try to satisfy their goals without making concessions and instead, come up with a way to resolve their differences that leave them both better off. It attempts to fully address the concerns of both parties. The intent is to find solutions to the cause of the conflict that are satisfactory to both parties rather to find fault or assign blame. Although this approach is not appropriate for all situations, when it is used appropriately it has the most beneficial effect on the parties involved.

Compromise: This takes place when each party is concerned about not only its own goal accomplishment but also the goal accomplishment of the other party and is willing to engage in a give and take exchange and make concessions until a reasonable resolution of the conflict is reached.

Step III: Pre-negotiation

According to Dunham (2005), to set the stage for effective negotiation, the groundwork must be laid. There must be initiation; the school head raises the possibility of negotiation and begins the process. Conditions must be right for negotiation to be successful. Meeting logistics must be established.

Step IV: Negotiation

When negotiating, the school head should be sure to openly discuss interest unclear rather than stated positions. To manage conflict, he or she should concentrate on inventing options for satisfying interest. The school head should not judge ideas or favor any of the options. Only after the partners have finished listing options should the options be discussed. And at the end, every partner must be confident that the others will carry out their part of the agreement (Dunham, 2005).

Step V: Post negotiation

Once negotiation is complete, the group will need to implement the decisions made.

According to Kappel, Mike (2017), there are six ways to resolve conflict at work. When you get a group of people day after day, conflict is inevitable. Workplace conflict can occur in a variety of ways: between two employees, among entire teams or between supervisors and the team members they manage. As difficult issue might seem in the moment, resolving the conflict is possible. The first way of resolving the conflict is to embrace it. When conflict arises, do not avoid it or pretend nothing has happened. As times goes on, tension will build, and that conflict will get worse. Dealing with the conflict as soon as possible can help lessen the conflict.

Second way to resolved conflict is to talk together for an extended span without outside interruptions. When you do meet, each person has adequate time to say what he or she believes the other party needs to hear. Do not let any individual monopolized the conversation or control the topic. Each person should talk about the disagreements and how he or she feels about the situation. Remember, this is not the time to attack or assign to blame. Focus on the problem, not your opinion of the other person’s character.

Listen carefully is the third essential way of resolving conflict. This is important because you can give your complete attention to the person who is talking. Do not interrupt to another person. Make sure that you are getting the message he or she intends to send. Rephrase and repeat back what you have heard to confirm understanding. Listening always should be about gaining understanding.

Finding agreement to disagreements. The focus of the conversation is on the disagreements, but resolution is possible only when you find points of agreement. School head should emerge from experience with positives instead of negatives. Shed light on commonalities. Share examples or instances in which you agree with other person or can see another point of view. This might share what you liked about the other persons’ idea. Looking for agreement demonstrates your willingness to seek out common ground and build relationships around those trust elements.

If you are in the leadership position, there are times you need to mediate conflict. Do not take sides, ever. Realized that you are there simply to help your teachers work out their problems. Highlighting the positive aspects of the process and suggest related topics or actions they can work through about the conflict. Guiding the is one way to resolved conflict.

The last way to resolved conflict as suggested is that each one of us is quick to forgive. Every conflict needs a clear resolution that acknowledges hurt feelings and finds a solution that begins to mend them. Apologizing to a person for any ill words or actions can help a lot.

UNESCO (2010) further adds that teachers are the single most important education resource in any country and that what students achieve in schools is heavily influenced by classroom practices and teachers’ skills. Teachers constitute an important part of the human resource input in the education system. They play the crucial role of curriculum interpretation and supervision. In planning terms, teachers play a key role in the implementations function of educational planning. Their inputs in the teaching-learning process are key determinants of students’ academic performance in the national examinations, a reflection of their efficiency in work performance. Governments and schools’ Boards of Management (BoM)s) employ these teachers to play that crucial role. This implies that conflict should not arise in the workplace since the most affected individual are the students who are dependent to teachers’ excellence in teaching them to learn and understand better in class.

Every individual inside the school environment is very much liable for the outcomes of his/her performance. Conflict seriously affects the performance of employees (Anwar, 2012). This is true because productivity of individuals depends on their job performance. Poor conflict management reduces productivity on work performance while positive performance is achieved if conflict is constructively managed (Lazarus, 2014). Additionally, in his studies, conflict in whatever level should not be ignored but should be effectively managed for better employee productivity in the workplace. Thus, conflict, if not managed well by school administrators, will result in stress among teachers and probably affect their performance. Based on the study of Lazarus (2014), workers at all levels should be trained and given the right behavioral orientation to reduce the occurrence of conflict at workplace and to improve productivity and professional competence of teachers.

According to Anwar (2012), individuals can get more advantage if they know how to handle conflict in a proper way. It will improve interaction qualities, organizational performance, and group activities in organizations. Kehinde (2011) argued that the management is duty-bound to resolve conflicts properly for the sake of increasing organizational performance because the result of such action will result to good communication, time management, good cooperation and increased organizational performance.

**Theoretical Framework**

STRUCTURAL CONFLICT THEORY

This theory has two main sub-orientations; the first is the radical structural theory represented by the Marxist dialectical school with exponents like Mark and Engels, V.I Lenin, the second is the liberal structuralism represent by Ross (1993), Scarborough (1998) and the famous Johan Garltung (1990) on structural violence. Structuralisms thus sees incompatible interests based on competition for resources which in most cases are assumed to be scarce, as being responsible for social conflicts (Collier, 2002:2)

The solution to these types of conflict to the Marxists is that the contradictions will end in some form of violence leading to the overthrow of the exploitation system.

REALIST THEORY

Realist theory originates from classical political theory and shares both theological and biological doctrines about an apparent weakness and individual inherent in human nature. It thus traces the roots of conflict to a flaw in human nature which is seen to be selfish and engaging in the pursuit of personalized self-interest defined as power.

Morgenthau (1973:4), argue that the imperfection in the world, namely conflict, has its roots in forces that are inherent in human nature, that human nature is selfish, individualistic, and naturally conflictive, that states will always pursue their national interests defined as power, and that such interest will come into conflict with those of others leading to the inevitability of conflict. Actors hence should prepare to deal with the outcome and consequences of conflict since it is inevitable, rather than wish there were none. This theory greatly justified the militarization of international relations and the arms race. The theory has been accused of elevating power and the state to the status of an ideology, hence has had tremendous impact on conflict at the international level.

BIOLOGICAL THEORY

Biological theories have given rise to what may be referred to as the innate theory of conflict which contends that conflict is innate in all social interactions, and among all animals, including human beings. It argues that humans are animals, albeit higher species of animals, and would fight naturally over things they cherish. John Dollard (1939). The thinking is that since our ancestors were instructively violent beings, and since we evolved from them, we too must bear destructive impulses in our generic make up.

Further alienation to biological theories are shown in the difference between “expected need satisfaction “and “actual need satisfaction” (Davies,1962:6), where expectation does not meet attainment, the tendency is for people to confront those they hold responsible for frustrating their ambition. This is the central argument that Ted Robert Gurr’s Relative Deprivation thesis addressed stating that “the greater the discrepancy, however marginal between what is sought and what see.

PHYSIOLOGICAL THEORY

Physiologists share the biological and hormonal origins of aggression and conflict in individuals with realists but add by providing the conditions under which this happens. Scott (1978) noted that the physiological sources of aggressive behavior are a function of several factors including human nature and environment. Humans are naturally capable of being aggressive but do not display violent behavior as an instinct. When violence occurs, there is the possibility that it is being manipulated by a combination of factors within and outside the individual’s control.

ECONOMIC THEORY

Economists largely assume people in conflict to be fighting over, not about, something that is material. The question then becomes; is the conflict a result of greed (intention to ‘corner’ something) or of grievance (anger arising over feelings of injustice). Collier (2003:4) printed out that some people commonly referred to as “conflict entrepreneurs” who benefit from chaos, while overwhelming majority of the population are affected by the negative impacts of conflicts. He also pointed out that while the prospect of pecuniary gains is seldom the principal incentive for rebellion, it can become for some insurgent groups, a preferred state of affairs.

PSYCHO-CULTURAL CONFLICT THEORY

The role of culturally induced conflict is emphasized by this theory. It contends, therefore that even though there are different forms of identities, the one that is based on people’s ethnic origin and the culture that is learned on the basis of that ethnic origin is one of the most important ways of explaining violent conflict. Identity is thus seen to be the reason for social conflicts that take long to resolve despite the belief that ethnicity is the biggest source of identity-based conflicts, this school of thought agree that this does not mean that conflict is unavoidable wherever there are ethnic differences.

HUMAN NEEDS THEORY

The position of human needs theory is like that of Frustration-Aggression and Relative deprivation theory. Its main assumption is that all humans have basic human needs which they seek to fulfill, and that the denial and frustration of these needs by other groups or individuals could affect them immediately or later, thereby leading to conflict (Rosati et al. 1990). ‘Basic human needs” in this sense comprise physical, psychological, social, and spiritual needs. To provide access to one (e.g., food) and deny or hinder access to another (e.g., freedom of worship) will amount to denial and could make people to resort to violence to protect these needs.

Even though needs scholar’s identity a wide range of human needs, some of which they consider to be basic human needs, they are agreed on the fact that the frustration of these needs hampers the actualization of the potentials of groups and individuals, subsequently leading to conflict.

RELATIONAL THEORY

Relational Theories attempt to provide explanations for the violent conflicts between groups by exploring sociological, political, economic, and historical relationships between such groups. Thus, the belief here is that cultural and value differences are as well as group interests all influence relationships between individuals. Several conflicts grow out of a past history of conflict between groups that has led to the development of negative stereotypes, racial intolerance, and discrimination. Such a history of negative exchanges between groups may make it difficult for efforts to integrate different ethnic and religious groups within the society to succeed because their past interactions make it difficult for them to trust one another.

SYSTEMIC THEORY

Systemic theories provide a socio-structural explanation for the emergence of violent social conflicts. The position of this theory is that reason(s) for any social conflict lie in the social context within which it occurs. As Johnson (1966:12-13) noted in the case of political violence, “any analytical penetration of the behavior characterized as ‘purposive political violence’ must utilize as its tool a conception of the social context in which it occurs.” This paradigm turns our focus to social factors and the effects of large scale (usually sudden) changes in social, political and economic processes that would usually guide In trying to cope with the different challenges and crises of modernization, most governments that find it difficult to gain the legitimacy needed to attract support from the people usually resort to unconstitutional means and force rather than processes that are in line with the rule of law, in an effort to surpass the legitimate demands of the people, prevent opposition and civil society groups from criticizing policies that they do not agree with, and generally attempt to dictate the terms on which peace will be attained.

**Conceptual Framework**

The conceptual framework of this study as illustrated in Figure 1 is anchored on key concepts from several discussions on conflicts and work performance.

**PROPOSE CONFLICT MANAGEMENT MODEL**

Figure 1. Conceptual Paradigm of the Study

As shown in the conceptual paradigm, two variables were involved: the perceived conflicts between and among school master teachers/teachers and teachers’ level of work performance as measured in the IPCRF (Individual Performance Commitment and Review Form). Another variable was also considered anchored on the perceived conflicts between them. These are the areas namely work assignment, promotion, professional growth and development, inter-personal relationship, and performance evaluation.

This study argued that conflicts prevail or arise in each of the areas that affect teachers’ level of performance. The indicators of the performance of teachers in each area are associated with the indicators of conflicts on the same area of concern but not with the extent of conflict management styles of the school head.

The perceived conflicts were correlated to the teachers’ level of performance. The results of the analysis served as the baseline data in developing the proposed conflict management model.

**Definition of Terms**

**Conflict –** a competitive or opposing action of incompatibles, antagonistic state of action as of divergent ideas, interests, or persons. A disagreement of school head, head teachers, master teachers and teachers in a certain area of interest inside the school.

**Conflict Management –** is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflicts. It is a practice by school head, head teachers, master teachers and teachers of being able to identify and handle the conflict based on the area of concerns sensibly, fairly, and efficiently inside the school.

**Conflict Resolution –** is conceptualized as the methods and processes involved in facilitating the peaceful ending of conflict.Methods to be used by the school head such as integration, reconciliation, compromise, avoidance, and denomination to resolve the dispute of teachers in the areas where conflict is present.

**Inter-personal relationship** – it is defined as relations with or between people, particularly in a workplace setting. A relationship between school head, head teachers, master teachers and teachers inside the school.

**Performance evaluation** – is defined a formal and productive procedure to measure the employees work and results based on their job responsibilities. This refers to a procedure made by the department of education to measure the performance of school head, head teachers, master teachers and teachers’ in the school.

**Professional growth and development** – is a learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. It is a learning engagement/ opportunity such as, in service training, seminars given to teachers to maintain their professional growth.

**Promotion** – Refers to the advancement of school head, head teachers, master teachers, and teachers rank or position in hierarchical position in the school.

**Work assignment –** Refers to the workload assigned to master teachers/teachers by the school head.

**Chapter 3**

**RESEARCH DESIGN AND METHODOLOGY**

This chapter presents the research methods and procedure that were utilized by the researcher in this study. The discussion focused on the research design, the variables of the research, the respondents of the study, sampling procedure, the tools used in data gathering, validation instruments, data gathering procedures and the statistical tools in treating the data in the study.

**Research Design**

The study used descriptive method since it wanted to know the conflict based on the given identified causes and effects. It deals on what extent the occurrence of conflict as perceive by teachers and school heads. According to Shona McCombes (2019), descriptive research aims to describe a population, situation, or phenomenon accurately and systematically. This methodology focuses more on the “what” of the research subject. This is used to ascertain the similarities and differences of the research conducted, it allows any number of variables to be evaluated for the purpose of verification, studies on the prevailing conditions to draw trends.

**Population and Sample of the Study**

The study is to be conducted in secondary schools in Caloocan, Malabon and Valenzuela City that covers 140 school heads, and 280 master teachers/teachers selected randomly.

**Research Instrumentation**

This study used a researcher-made questionnaire that consist of two sets. The first set is all about the perception of master teachers/teachers on the extent of conflict on the areas such as: work assignment, promotion, professional growth and development, inter-personal relationship, and performance evaluation. This set of questionnaire has three parts; the first part is the profile of the respondents. The second part covers the indicators n the extent of conflict which master teachers and teachers perceive in their respective school. The third part includes the perception of master teacher and teacher respondents on the extent of conflict management strategies of the school head in their school.

The second set of the questionnaire has two parts, and this would be administered to the school head of each school. This consists of questions about the profile and conflict management strategies based on the aforementioned areas where conflict is present between and among teachers.

**Validation of the Research Instrument**

The survey questionnaires were self-developed. The construction of the questionnaire was based on the school heads’ conflict management strategies, extent of conflict in the school of the respondents as perceived by master teachers and teachers with respect to the five areas given. The Individual Performance and Review Form (IPCRF) was used to identify the level of teachers’ work performance. It was first submitted to the adviser of the researcher for approval and evaluation, the suggestions and recommendations of other panel members, research experts from different institutions were considered.

The researcher made questionnaire will undergo a reliability analysis to ensure that the internal consistency of each questions is reliable.

**Data Gathering Procedure**

The following are observed in the gathering of data, a permission to conduct a study was secured from the Office of the Superintendent. Upon approval, the researcher personally gathered data from the principals/school heads, master teachers and teachers I – III through a researcher made questionnaire about the school heads management strategies and the teachers performance. The data obtained from the test questionnaire were tabulated, organized, analyzed, and interpreted.

**Statistical Treatment of Data**

The following statistical tools were utilized for a systematic presentation of the findings of the study:

**Cronbach’s Alpha -** used to generalize the internal correlations among the test items in the questionnaire. This estimate the reliability of the test responses.

**Weighted Mean and Standard Deviation** - were used to answer research problem 1 on the extent of conflict in the school of the respondents as perceived by school heads/head teachers, master teachers/teacher respondents in terms of work assignment, promotion, professional development, human relationship, group Affiliation, and performance evaluation.

**Analysis of Variance (ANOVA)** - The formula for ANOVA was used to test if there is a significant difference between the pretest and posttest performances in dividing polynomials using extended synthetic division. ANOVA tests the null hypothesis that two or more-population means are equal. A ratio of two variance estimates is computed and this ratio has its sampling distribution, determined by two degrees of freedom values. If one independent variable is included, the ANOVA is one – way Analysis of variance. Thus, this study used one – way Analysis of variance because only one independent variable is included. If the computed value is greater than the tabular value at a 0.05 level of significance the hypothesis will be accepted.

**Chapter 4**

**PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

Bibliography/ References

* Ajayi, I.A. & Afolabi, C.Y. (2012). Participatory management and productivity among secondary school teachers in South West Nigeria. Research Journal in Organizational Psychology & Educational Studies, 1(6), 332-337. Retrieved from Emerging Academy Resources, viewed 9 February 2015, http://rjopes.emergingresource.org/articles.pdf.
* Algert, Nancy E. and Stanley Christine A. (2007). Effective Practices for Academic Leaders
* Anwar, Mahmood et.al. (2012). Managing conflicts through personality management. African Journal of Business Management, 6(10), pp. 3725-3732.
* Argon (2014)
* Barr, Regina (2016). “Five Steps for Handling Workplace Conflict”, *Business Articles*
* Bobkova, Anna (2011).
* Catana (2015). Causes of conflict in organization.
* Ceylan, Ergun &Alpkan (2011)
* Curtis, Joan Ed. D. (2019). How to Resolve Conflict” *Articles Factory*
* Dagli & Sigri (2014). Conflict in organization
* David Ingram; Reviewed by Michelle Seidel, B.Sc., LL.B., MBA; Updated February 05, 2019. Examples of Conflicts & Resolutions in the Workplace
* Davies (1962). Expected and Actual need of satisfaction.
* Demir (2010).
* Dogan (2016).
* Dolland, J. (1939). Biological Theory.
* Drake, Jeffrey W., Ph.D. “Dealing with Conflict”, *Communication Articles*
* Dunham (2005).
* Engels & Marx (1848). Radical Structural Theory.
* European Journal of Educational Research (2019), “Greek Teachers’ Perceptions about the Types and the Consequences of Conflicts within School Context”
* Fiore, Tony (2012). “Resolving Workplace Conflict: 4 Ways to a Win-Win Solution.”
* Frolova, Rogach, Ryabova, & Zuykina (2019) “Factors of Conflict in the Educational Environment of the Modern School”
* Garltung (1990). Structural Violence
* Ghaffar, A. (2010). Conflict in schools: Causes and management strategies. Quaruba University of Science and Information Technology, Peshawar campus, Pakistan. Retrieved from ProQuest.
* Gray & Stark (2014). Six Sources of Conflict.
* Isabu (2014).
* Iwuagwu (2011).
* Jehn & Mannix (2001)
* Jeriphanos Makaye & Amasa Philip Ndofirepi (2012)
* Johnson (1966). Systemic Theory
* Kappel, Mike (2017). Ways to resolve conflict.
* Katsaros, I. (2018). Organizational-industrial psychology, Part 3. Athens, Greece:
* Kehinde, O. (2011). Impact of conflict management on corporate productivity: An evaluative study. Australian Journal of Business and Management Research, 1(5), 44.
* Lazarus, U.K. (2014). Conflict management strategies and employees productivity in a Nigerian State Civil Service. Journal of Business and Management Sciences, 2(4), 90-93. DOI: 10.12691/jbms-2-4-2.
* March & Simon (2003)
* McCombes (2019). Descriptive research Design.
* Mirescu, S. C, Blanariu , L, Avram, E. N., Daniliuc, L. (2014). The Teaching and Learning International Survey (TALIS).
* Mullins, L. J. (2010). Management and Organizational Behavior (9th Ed.). Harlow, UK: Financial Times Prentice Hall.
* Morgenthau (1973). Realist Theory.
* Odigwe, F. (2014). Conflict management and organizational performance in secondary schools in Cross River State, Nigeria. Research Journal in Engineering and Applied Science, 2(2):67-71.
* Ogbonnia (2007). Effective School Leaders.
* Plunkett & Attner (2014) Sources of Conflict.
* Robbins, S.P. & Judge, T.A. (2013). Organizational behavior (15th ed.). Boston, MA: Pearson
* Rosati, et. Al. (1990). Human needs Theory.
* Ross (1993). Liberal Structuralism.
* Salleh and Adlpakdee (2012)
* Scarborough (1998). Structuralism.
* Scott (1978). Physiological Theory
* Sirman, Ruth (2017). When Promotions Become a Source of Conflict
* Stanisavljevic (2014).
* Sumera-Icutan, Sherelle Lou & Sumera-Sagaoinit, Catherine (2017). Conflicts and Resolutions of School Administrators: Basis for Innovative School Program.
* Swan, Athena (2019).
* Taiwo, C. O. (2010). The Nigeria Education System: Past, present and future.
* Tevfik, Uzun &Ahmet, Ayik (2017). Eurasian Journal of Educational

Research 68 (2017) 167‐186

* Uebergang, Joshua (2015). “How to Manage Conflict in a Relationship”, *Psychology Articles*
* *Wanjala, G. (2017) Level of teachers’ efficiency in work performance in Public Secondary schools.*
* *Wilmot and Hocker (2011).*
* Trudel J, Reio T. Managing workplace incivility: The role of conflict management styles—antecedent or antidote? *Human Resource Development Quarterly.* 2011; 22(4):395–423.
* Sportsman S, Hamilton P. Conflict management styles in health professions. *Journal of Professional Nursing. Revised* 2017;23(3):157–166.
* Reich W, Wagner-Westbrook B, Kressel K. Actual and ideal conflict styles and job distress in a health care organization. *The Journal of Psychology. Retrieve* 2017;141(1):5–15.
* Cavanagh S. The conflict management style of staff nurses and nurse managers. Journal of Advanced Nursing. Revised.2011;16(10):1254–1260.
* Amaresan, S. (2019). 5 Conflict Management Styles for Every Personality Type.
* Indeed, Career Guide (2020). Conflict Management: Styles, Skills and Examples
* Anthony Garant and Robin Carlson (2012). Conflict Management 101 Five Styles of Negotiation.
* Hazril Izwar Ibrahim (2014). Conflict Management Styles and Organizational Commitment: A Study among Bank Employees in Penang.