

Management Strategies In Handling Conflicts

CHARLIE M. BAISAC, GERALDINE D. RODRIGUEZ, EdD

Ramon Magsaysay Memorial Colleges, Graduate School
General Santos City, Philippines
giediolarodriguez@gmail.com

Abstract. This descriptive-correlational research aimed to find the relationship between the conflicts encountered and the management strategies of six schools of North Malungon District, Sarangani Province SY 2019-2020, with more than ten and a total of 116 teachers. The Questionnaire on determining the prevailing conflict in schools was adapted from the study on the Causes of Conflict and the effect of Conflict Management Style on outcome in a Competitive Workplace and used Questionnaire on Management Strategies. The respondent's prevailing conflicts encountered in school were inadequate materials or needed supplies with co-workers and parents, scarce needed supplies required, lack of work ethics that is gossip, abuse of benefits, privileges, equipment, discretions, difficulty in balancing professional work with the family duties, and lack of harmonious cooperation with their superior and teachers. The study revealed that the most frequent management strategies used in handling conflicts were accommodating, avoiding, collaborating, compromising, and least competing. There was no significant relationship between the conflicts encountered and the conflict management in handling them.

Keywords: Management strategies, conflicts, descriptive-correlational research, Philippines

INTRODUCTION

Amid this fast-changing world and uncertainty, a school is still an organization with unique personalities, motivated by different objectives, differing backgrounds, values, needs, and perceptions that promote an avenue of conflict. Daily interaction with diverse groups of people, including teachers, learners, parents, school heads, and the community around the school, is unavoidable. The conflict between school head and learners, teachers, parents, and community elements reflected our trouble in social conditions.

Similarly, conflict is the process that starts when one sees that the other has disappointment or is approximated to disappoint his few concerns; therefore, conflict emerges from two clashing thoughts. Conflict is unavoidable, particularly in a school setting; teachers must be able to recognize, and view its constructive as well as destructive potential, learn how to manage conflict, and apply management strategies in a practical way (Ghaffar, 2019).

Otherwise, school is considered a social microsystem where constant changes occur. The function is to prepare students, teachers, and parents to live and overcome the challenges of a world filled with rapid changes and interpersonal conflicts that impede each development process (Valente, Lourenco & Nemeth, 2020).

In addition, conflicts are differences in attitudes and perceptions on a specific issue at a particular time. Disagreement commonly happens when issues and interests alter the social, political, and economic dynamism (Rahim, 2001). Conflict is common in schools, and battles can vary from minor disagreements and rage to outright violence, escalating to terrorism and war in the worst-case scenario. Group and individual issues are the igniting agents of stalemates. Groups have difficulty working together, which results in a draw (Ozgan, 2016).

However, conflicts between teachers, principals, students, and parents are typical scenarios in North Malungon District, Sarangani Division. In the twentieth century, group members are motivated to achieve their intended common goals by an innate tension condition (Lewin,

1935). Disagreement can take many forms between the principal and the teacher, in which the teachers appear hesitant to obey their administrators. They do not seem to follow the rules or accept extra labor, which leads to problems from time to time. Conflict is a natural part of human contact; it is neither inevitable nor inherently evil but prevalent (Coleman, Deutsch & Marcus, 2014).

Moreover, an institution, or any human organization, is not entirely waterproof to conflict. Conflict resolution methods maintain multiple workplaces for effective and orderly operations. Conflict is the process when one sees that the other has disappointed, or is approximate to disappoint other concerns. Conflict emerges from two clashing thoughts (Thomas, 2016; Ghaffar, 2019).

While, inactivity, hostile attitudes of teachers, and higher discontent with school resources are the standard conflict generators among Filipino teachers. The reasons subsequently create negative behavior in the students and their respective workplaces. Conflict emerges when a disagreement between two or more individuals necessitates a change in at least one person to continue creating a compromise engagement (Ali, Wang & Johnson, 2020). At the school level, students' and teachers' personality traits, differences in values, beliefs, attitudes, crowded classes, and lack of quality educational teach-in mechanisms frequently lead to conflicts. Conflict is inevitable. It may occur anytime and anywhere, wherever human interactions exist (Argon, 2009).

However, ineffective handling of conflict causes great harm to any relationship. If managed respectfully, it provides an opportunity to strengthen the bond between two individuals in our homes, workplaces, or anywhere there is interaction with people. A breakthrough in thinking might happen when investigating conflicting ideas. There is no conflict, and groupthink emerges, suffocating creativity. Workplace conflict causes disagreement among people and has positive outcomes, and encourages social change by keeping interpersonal and intergroup interactions exciting and relevant to current interests and realities and deters hasty group decision-making (Stadler, 2019).

Conflict is an unavoidable human occurrence in any workplace. There is always a strong possibility of separate clashes with human interaction due to individual differences, distinctive life objectives, family backgrounds, values, and needs. These contrasts among individuals and groups regularly lead to disagreements or conflicts. Conflicts are neither constructive nor destructive; it depends on how they handle them. Educational institutions, like any other human organization, are not entirely impervious to conflict of any kind. As a result, various conflict resolution methods maintain multiple workplaces' effective and orderly operations (Thomas, 1974; Ghaffar, 2019).

Conflicts between teachers, principals, students, and parents are typical in the North Malungon District. Disputes can take many forms between the principal and the teacher, in which the teachers appear hesitant to obey their administrators. They do not follow the rules or accept extra labor, which leads to problems from time to time. Conflict is a natural part of human contact; it is neither inevitable nor inherently evil, but it is prevalent (Coleman, Deutsch & Marcus, 2014).

In addition, conflict management is the application of resolution and stimulation techniques to achieve the optimum level of department conflict (Robbins, De Cenzo & Coulter, 2007). There is no specific conflict management strategy for the communication styles (Besic & Stanisavljevic, 2014). Conflict management skills have become one of the critical competencies for project or program managers (Wang, Jiang, & Pretotius, 2016). Without a go-to conflict resolution technique for the workplace, two very different individuals may have difficulty communicating under stress. It is essential for managers to understand each team member's typical way of handling conflicts and implement conflict resolution techniques (Habas, 2019).

Conflict in the workplace can stifle employee productivity and hinders the achievement of organizational goals. Thus, a leader must know how to facilitate the resolution of disputes that distract, demotivate, and decrease the efficient work performance of members. Leaders who use practical conflict management skills provide clear direction toward conflict resolution. An organization with a responsible leader can build teams that work harmoniously (Guttman, 2004).

In the events stated above, the researcher was determined to conduct a research study on the management strategies in handling conflicts to create a dynamic and healthy environment conducive to an effective working relationship, increase participation, and commitment among the teachers and school heads of the North Malungon District of Sarangani Division.

Statement of the Problem

This study was conducted to determine whether there was a relationship between the conflicts encountered and the management strategies used by the Elementary School Teachers of North Malungon District, Division of Sarangani during the SY 2019-2020.

Specifically, it aimed answers to the following questions:

1. What are the prevailing conflicts encountered by the Elementary School Teachers of North Malungon District, Division of Sarangani?
2. What management strategies do they use in handling these conflicts?
3. Is there a significant relationship between the conflicts encountered and the strategies used to manage the said conflict?

Conceptual Framework

The researcher was interested in determining the management strategies used by Elementary School Teachers of North Malungon, Division of Sarangani, in handling conflicts encountered, and she conducted this research.

Figure 1 shows the conceptual framework of the study. The upper left box shows the most important independent variables which are the conflicts encountered. On the upper right box is the dependent variables which are the management strategies in handling conflicts such as competing, collaborating, compromising, avoiding, and accommodating among Elementary School Teachers of North Malungon District, Division of Sarangani, SY 2019-2020. The lower box shows the outcome is to create a dynamic and healthy environment.

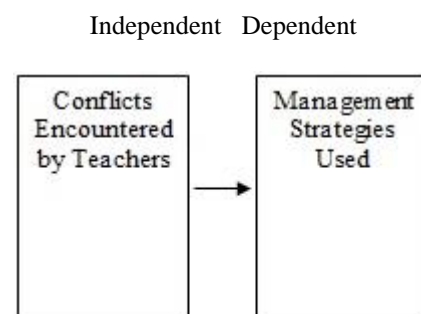


Figure 1 Conceptual Framework of the Study

Theoretical Framework

This study was anchored on Fisher & Keashly (1988) "Game Life Theory," which states that in real life, people intentionally or unintentionally pursue their interests at the expense of others, resulting in conflict or competition. In games that exemplify these interconnections, the interests of two players position against one other; the more significant the payoff for one person, the lower the gain for the other (Allen, Skeldon & Hoyle, 2018). As manager, administrators, or teachers can better assess the probable consequences of their actions and make decisions that will result in the desired outcomes while avoiding conflicts (Fisher, 2000).

This theory explains and addresses social problems with varied personalities and individual differences. Games frequently exhibit characteristics similar to real-life situations, particularly during competitive or cooperative conditions, and they can suggest strategies for dealing with unavoidable circumstances such as conflicts. Similar to understanding the process of players in a specific game, one may predict how school administrators, teachers,

students, and parents will behave in a given scenario (Tancinco, 2016).

Socioemotional Selectivity Theory (SST) states that older persons emphasize emotionally relevant goals more than younger adults (Carstensen, 2006). More senior employees may be motivated to handle workplace problems differently due to emphasizing emotional goals and interpersonal closeness. Older adults use less destructive methods (such as dominating) and more passive tactics (such as avoiding) to resolve conflict than younger individuals.

Furthermore, using the Cooperation and Competition Theory (Deutsch, 1994; Tjosvold, 1998), this study analyzes whether goal interdependence may explain the interaction between conflict partner role and age. In addition, this research examines whether the detrimental effects of avoidance on interpersonal relationships and occupational satisfaction affect age differences.

This study anchored its assumptions on the **Theory of Cooperation and Competition**, which states that variations in conflict responses can be related to the sort of goal interdependence people have in a conflict situation. Older people's concentration on emotional objectives and interpersonal proximity may inspire them to be more cooperative but less competitive and autonomous with their peers (Hobfoll, 2004).

A cooperative approach is similar to the interest-based or integrative negotiating approach, which encourages parties to pursue win-win solutions. Parties who work together to find a solution are more likely to form a trusting connection and come up with mutually advantageous settlement choices. Therefore, the mutual gains approach is an effective dispute resolution process (Spangler, 2003; Deutsch, 1994).

Sometimes, the options for a negotiated settlement fix pie (a set amount of rewards) that divides one way or the other. Because there are no other options for mutual gains in such situations, parties must use competitive negotiation tactics to achieve their goals. Competitive conflict approaches align with the process of distributive bargaining, which eventually results in win-lose cases wherein only one side thinks of the outcome as positive. In addition, a competitive approach to conflict tends to increase animosity and distrust between parties and is generally considered destructive (Deutsch, 1994; Tjosvold, 1998; Tjosvold, Andrews & Jones, 1983).

Thus, in this study, the researcher considered the three theories cited that those older persons actively changed their behaviors to match their developmental goals, according to empirical studies in the aging literature. With an increasing number of older workers entering the workforce, it is more important than ever to understand how they handle workplace conflict to improve organizational communication and create high-quality work outputs. In the aging psychology literature reviews, Socioemotional Selectivity Theory (SST) and the Theory of Cooperation and Competition have received substantial support.

Thus, understanding the underlying causes of conflicts is critical in developing a workable approach to conflict resolution. This research target was to identify the primary sources of conflict and the strategies used to manage and to resolve disputes among teachers and school heads of North Malungon District in the Division of Sarangani SY 2019-2020.

METHOD

The research design refers to organizing elements for collecting and analyzing data that combine the research purpose, thus structuring how the research is carried out. A descriptive-correlational survey was utilized on the causes of conflict encountered by the Elementary School Teachers and the management strategies. This research design provides actionable information and what takes place. The research design provides information and uses the descriptive-correlational survey method. The descriptive-correlational survey method was the most appropriate research method because the main intention was to get the relationship between two variables in the survey (Kothari, 2004).

This study was conducted in six big schools considering the total population of respondents were ten or more regular/permanent teachers. These schools were Biangan Elementary School, Malungon Gamay Elementary School, Talus Elementary School, JP Laurel Elementary School, Banate Elementary School and Malalag Cogon Elementary School of North Malungon District, Sarangani Division.

The study's respondents were the one hundred sixteen (116) Elementary School Teachers of the North Malungon District, Division of Sarangani. There were (6) schools involved in the study, namely Biangan Elementary School, Malungon Gamay Elementary School, Talus Elementary School, JP Laurel Elementary School, Banate Elementary School, and Malalag Cogon Elementary School, with ten or more teachers. Table 1 presents the distribution of respondents by the school. Total enumeration was used; in the sampling technique as much as there were only a few numbers of the population.

RESULTS AND DISCUSSION

The tables were arranged according to the statement of the problems.

What are the prevailing conflicts encountered by the Elementary School Teachers of North Malungon District, Division of Sarangani?

In answering sub-problem 1 on the prevailing conflicts encountered by elementary school teachers of North Malungon District, Division of Sarangani, Table 2 on page 8 presents the common causes of conflicts encountered by the elementary school teachers of the North Malungon District. The causes of conflicts were inadequate needed supplies and a mean of 2.58, followed by the lack of work ethics that is gossip, abuse of benefits, privileges, equipment, discretions with a standard of 2.32, and lastly, difficulty in balancing professional work and family duties with a mean of 2.0.

Results further revealed that nineteen (19) out of the twenty-two items obtained the description index of sometimes encountered the unsatisfying social relationship with colleagues with a mean of 1.93; unclear policies or organizational structure with a standard of 1.83; vague job descriptions or expectations with a measure of 1.94; demanding impractical schedule with a mean of 1.93; lack of opportunities for professional growth with a standard of 1.98; unclear, unrealistic course of assignment or tasks; shows unethical and unprofessional behavior during the discussion with a standard of 1.81; feeling of insecurity or lack of

confidence 1.85; lack of discipline, habitual or frequent tardiness and absenteeism with a 1.80; frequent health problems with 1.83; confused sense of direction; no clear goals with a mean of 1.82; failure to see the dignity and value of work ($x=1.87$); lack of motivation/inspiration/initiative ($x=1.84$); excessive competition /power struggles among colleagues ($x=1.85$); unjust use of authority by superior (unfairness, discrimination) with a mean of 1.85; superior's lack of interest in your professional growth ($x=1.80$); while making use of official time and resources for his personal development ($x=1.80$).

Table 2

The Conflicts Encountered by Elementary School Teachers of North Malungon District. N= 116

No.	Causes of Conflicts	\bar{x}	Description
1	Lack of harmonious cooperation with		
	a. Superior,	1.87	Sometimes
	b. Teachers,	2.01	Sometimes
	c. Students,	1.99	Sometimes
	d. Parents	1.69	Sometimes
	e. Others	0.36	Sometimes
	Mean	1.58	Sometimes
2	Poor communication with		
	a. Superior,	1.74	Sometimes
	b. Teachers,	1.85	Sometimes
	c. Students,	1.82	Sometimes
	d. Parents	1.79	Sometimes
	e. Others	0.44	Sometimes
	Mean	1.53	Sometimes
3	Unsatisfying social relationships with colleagues	1.93	Sometimes
4	Unclear policies or organizational structure	1.83	Sometimes
5	Vague job descriptions or expectations	1.94	Sometimes
6	Demanding impractical schedule	1.93	Sometimes
7	Lack of opportunities for professional growth	1.98	Sometimes
8	Inadequate materials/needed supplies.	2.56	Often
9	An unclear, unrealistic course of assignment or tasks	1.97	Sometimes
10	Difficulty in balancing professional work with family duties	2.0	Sometimes
11	Shows unethical and unprofessional behavior during the discussion	1.81	Sometimes
12	A feeling of insecurity/ lack of confidence	1.85	Sometimes
13	Lack of discipline, chronic or frequent tardiness, and absenteeism	1.80	Sometimes
14	Frequent health problems	1.83	Sometimes
15	Confused sense of direction; no clear goals	1.82	Sometimes
16	Failure to see the dignity and value of work	1.87	Sometimes
17	Lack of motivation/inspiration/ initiative	1.84	Sometimes
18	Lack of work ethics (i.e., gossip, abuse of benefits, privileges, equipment, indiscretions).	2.32	Often
19	Excessive competition /power struggles among colleagues	1.85	Sometimes
20	Unjust use of authority by the superior (unfairness, discrimination)	1.85	Sometimes
21	Lack of superior's interest in professional growth	1.8	Sometimes
22	Make use of official time and resources for his personal development	1.8	Sometimes

1. What management strategies do they use in handling these conflicts?

Table 3 on the following page presents the strategies used by teachers in handling conflict. Items 2a, 4a, 7b, 11a, and 15b ($x = 0.53$) with the means of 0.66, 0.36, 0.42, 0.49, and 0.55 respectively were the compromising strategies. Items 1a ($x = .465$), 5b ($x = 0.58$), 7a ($x = 0.43$), 9a ($x = 0.75$), 10b ($x = 0.61$), and 13b ($x = 0.31$), avoiding conflict strategy. Moreover, for items 1b ($x = 0.53$), 4b ($x = 0.64$), 8b ($x = 0.50$), 11b ($x = 0.41$), and 12b ($x = 0.55$), accommodating conflict strategy is used. For items 2b ($x = 0.327$), 3b ($x = 0.36$), 5a ($x = 0.41$), 8b ($x = 0.50$), 11b ($x = 0.55$), and 12b ($x = 0.310$), collaborating approach is used. Lastly, items 3a ($x = 0.41$), 6b ($x = 0.81$), 9b ($x = 0.75$), 10a ($x = 0.61$), and 13a ($x = 0.23$), competing approach is mostly applied.

Thus, it proposed five techniques for resolving conflict, which include (a) avoiding, which involves sidestepping conflict in the hopes that it evaporates without confrontation, (b) accommodating, taking measures to fulfill the other worries or demands at the expense of one own needs or wishes (c) compromising, entails taking efforts of the other party's demands; (d) competing involves resolving a problem of one party at the expense of the other parties involved; and (e) collaborating is finding a solution that fully addresses the interests of all parties concerned. Assertiveness and cooperativeness are two elements of these conflict-resolution strategies. Assertiveness entails taking action to meet other needs (Habas, 2019).

Table 3
Management Strategies in Handling Conflicts. N=116

No.	Management Strategies in Handling Conflicts	\bar{x}	Description
1	A Sometimes, one must let others take responsibility for solving the problem.	0.465	Avoiding
	B Instead of negotiating the things they disagree with and stressing upon which both agree.	0.53	Accommodating
2	A Find a compatible solution.	0.66	Compromising
	B Deal fairly with everyone.	0.327	Collaborating
3	A Firm in pursuing goals.	0.41	Competing
	B Soothing others' feelings to preserve our relationship.	0.58	Collaborating
4	A Find a compromise solution for everyone.	.036	Compromising
	B Sometimes, they sacrifice their wish for the other.	0.64	Accommodating
5	A They try to help others in finding a solution.	0.41	Collaborating
	B They are doing what is necessary to avoid useless tensions.	0.58	Avoiding
6	A If it makes the other person happy, let them maintain their views.	0.81	Accommodating
	B They try to win their positions.	0.81	Competing
7	A Postpone the issue until one have thought about it.	0.43	Avoiding
	B Sometimes, they give up some points in exchange for others.	0.42	Compromising
8	A Find an intermediate position between one another.	0.49	Compromising
	B They get all concerns and issues immediately out in the open.	0.50	Collaborating
9	A They feel the differences are not constantly worrying.	0.75	Avoiding
	B They made some effort to get what they want.	0.75	Competing
10	A Firm in pursuing personal goals.	0.39	Competing
	B Sometimes avoiding taking positions would create controversy.	0.61	Avoiding
11	A Letting another have some of their jobs if they let others have some time of theirs.	0.55	Compromising
	B They propose a middle ground.	0.41	Collaborating
12	A In approaching negotiations, try to consider the other feelings.	0.69	Accommodating
	B They tell others their ideas and ask for them.	0.31	Collaborating
13	A They show others the logic and benefits of their positions.	0.23	Competing
	B To do what is necessary to avoid tension.	0.77	Avoiding
14	A They will not hurt the other's feelings.	0.85	Accommodating
	B They convince the other of the merits of their positions.	0.14	Competing
15	A If it makes the other person happy, let them maintain their views	0.46	Accommodating
	B They try to find a suitable combination of gains and losses for us.	0.53	Compromising

While, Table 4 on the next page, the result revealed study's respondents commonly for strategies managing conflict are accommodating with a mean of 4.01, followed by the avoiding strategy with a measure of 3.60. The third rank was the compromising approach with a standard of 2.72, and collaborating the fourth with a mean of 1.94. The fifth rank was competing with an average of 1.61.

The results indicate that each individual has different approaches to managing conflict. Some prefer compromising when both parties are willing to adjust to maintain a good working relationship and be at peace with anyone. A collaborative approach is to develop a win-win solution. Sometimes, formidable parties tend not to deal with conflict and leave things hanging by using the avoidance conflict strategy. People tend to compete with the opposing party that their idea is dominant over the other. Others evade conflict and set aside their interests and views to find a middle ground for conflicting parties.

Additionally, conflict can arise on various levels in any organization. Individual differences in values, aspirations, and individuals competing for resources such as promotions or work assignments cause the first interpersonal conflicts (Kipruto & Kipkemboi, 2013). In an intragroup, disputes can arise due to disagreements or divisions among group members or subgroups over the group's goals, functions, or activities. Inter-group, conflicts occur when there is an us versus them situation, such as departments or levels of decision-making. Groups perceive others as enemies and become aggressive which result in a negative relationship (Ramani & Zhimin, 2010).

Inter-personal conflict is a conflict between individual members of an organization caused by their personalities. A frequent cause of interpersonal conflict in the school system is a personality clash. Teachers or personnel have doubts about each other motives, dislike each other, or cannot get along for some reason; inevitable conflicts or disagreements can occur (George & Jones, 2006).

While, there are many potential causes of conflicts in a school system, as enumerated (1) limited resources: since most school resources are inadequate, teachers and principals compete for their fair share. (2) A resource constraint has a greater likelihood of confrontation; poor communication network of school principals who promote innovation without first informing teachers and pupils on the nature and benefits of the invention cannot expect full cooperation and participation. (3) Task inter-dependence, there is a risk of conflict when a teacher's role is contingent on the work of another instructor. The school department relies on the output of other departments, and a similar situation may occur with the production of another department. (4) Overlapping of authority, conflict is likely to arise when two or more teachers or departments demand responsibility for the same activities or responsibilities; (5) a conflict is a pattern of behavior associated with members of a specific position in the school organization (Valente, Lourenço & Németh, 2020).

Generally, the study respondents obtained mean scores of the different management strategies. The result determined that the most common method used were accommodating, avoiding, collaborating, competing, and compromising in managing conflicts in school. The respondent's management strategies depended on the conflict situation they encountered.

Table 4
Ranking of Management Strategies in Handling Conflicts.

Management Strategies in Handling Conflicts	\bar{x}	Rank
1. Accommodating	4.01	1 st
2. Avoiding	3.60	2 nd
3. Compromising	2.72	3 rd
4. Collaborating	1.94	4 th
5. Competing for	1.61	5 th

1. Is there a significant relationship between the conflicts encountered and the strategies used to manage the said conflict?

However, Table 5 on page 15 shows the result if there is significant relationship between the conflicts encountered and the strategies used to manage the said conflicts. A Chi-square χ^2 test was employed to determine the significant relationship between conflicts encountered and the management strategies. The Chi-square χ^2 value required for significance at the .05 level for the degree of freedom of 10 is 18.31. The chi-square value $\chi^2 = 14.875$ was less than the value needed for import at the .05 level. This value indicated a shallow relationship between the

conflicts encountered and the management strategies they used in handling them.

There was no significant relationship between conflicts encountered and the management strategies in handling conflicts. There were five ways to manage conflicts. Not all methods are suitable for everyone, so it is essential to know the underlying reasons or root cause of disputes before one tries to handle them. Understanding the different causes of competition is necessary before the issue worsens and affects our personal and professional life. The data implied that it is vital to recognize situations and problems leading to conflicts to take appropriate

actions. One should understand that what works best for one may not necessarily work for another (Thomas, 2016).

Also, the compromising style is a give-and-take situation where both parties in a conflict are willing to give up something after negotiation to reach an agreement (Lim & Rashad, 2012). The compromising techniques will result in an I-win and I-lose part leading to a compromise. On the question of compromising style, concur that those involved in dispute frequently change their position either because they find sufficient grounds to do so or merely to avoid continuing the conflict (Lussier, 2010; Friedman et al., 2006).

In addition, one advantage of this approach is that settling conflict becomes easy while preserving good connections. The disadvantage of this approach frequently begins with compromise styles, leading to (sub-optimal decisions) in the future, and with the company's management being overbearing, the performance suffers (Lim & Rashad, 2012).

In particular, integrating first and then compromising conflict management tactics will be more advantageous in education organizations (Rahim, 2001). A supervisor is a determinant of conflict management (Gündüz, Tunç & Inandi, 2013).

Similarly, a compromising strategy is a middle-of-the-road approach that gets everyone talking about problems and brings them closer to a solution. In a compromising process, each party has something to give and something to take in compromise. In a complex situation, parties are involved in the education system, and settlement is more effective. A conflict is looking for accommodation and is willing to make concessions. As a result, negotiators are needed (Kalagbor, 2003).

Thus, a compromise strategy is a middle-of-the-road approach that encourages everyone to discuss difficulties and solves a solution. In a compromise, everyone has something to give and something to take. When issues are complex, and parties in disagreement are looking for a middle ground and willing to trade compromises, compromise is more effective in the educational system. As a result, bartering and negotiation are necessary. Another claim that the extent to which a compromising strategy is required primarily determined the degree of agreement between the parties on fundamental beliefs and aims (Meier, 2007).

While, collaboration is a way of conflict resolution in which one person attempts to work with the other. It is referred to as constructive teamwork. This technique discloses people's preferences and restrictions and involves everyone in developing solutions that go well beyond the original options. Collaboration maximizes efficiency; however, the most uncommon since it necessitates a transition from unilateral control to

cooperative learning. Constructive collaboration allows people to express and comprehend each other's requirements and develop new solutions (Kofman et al., 2015).

Moreover, a cooperating technique deals with interpersonal conflict situations. (Huan & Yazdanifard, 2012). They argue that partnering with the other party fosters mutual respect and rapport while promoting creative issue solutions. Administrators who use collaboration can interact freely with students, and allow them to build a mechanism to avoid any hostility. Cooperating takes time, and many conflict situations are too urgent or insignificant to justify the time it takes to collaborate. Collaboration requires time in any dispute situation (Wager, 2013).

Additionally, resolving school conflicts using integrating and compromising methods can positively impact educational processes. Positive outcomes of disputes for schools depend on several factors and teachers' conflict management styles to a large extent. Study instructors' conflict management methods play a significant role in the favorable outcomes of school conflicts. In light of these studies, efficient management can benefit companies, and proper handling of disputes properly can result in beneficial effects. However, when it comes to disagreements, there are a few things to consider (Gündüz, Tunç & Inandi, 2013). Years of work experience are essential when it comes to dispute resolution. It helps people (educators) grasp the realities of managing conflicts daily, effectively managing all types of disputes, recognizing their conflict management shortcomings, strengths and professionally improving themselves as conflict managers (Fisher, 2011).

Another study on conflict management findings revealed that superintendents were more likely than experienced leaders to report a preference for more collaborative behaviors with peers. A superintendent with more experience expressed greater satisfaction with their dispute resolution strategies. Inexperienced superintendents were likelier than experienced leaders to report a preference for more collaborative behaviors with peers. Superintendents with more experience expressed greater satisfaction with their dispute resolution strategies (DeTurk, 2010). In a different study, teachers with more experienced principals reported fewer incidences of staff conflict, suggesting that more experienced leaders may be more effective at enabling instructors to work together (Meier, 2007).

Finally, the respondents sometimes encountered a situation that could cause conflicts in their school related to the inadequate materials needed supplies and lack of work ethics; that is gossip, abuse of benefits, privileges, equipment, indiscretions. They proved that they used varied management strategies depending on the conflict situation.

Table 5

The data Showed the Relationship between Conflicts Encountered and the Management Strategies using the Chi-square.

Management Strategies	Conflicts Encountered									
	Always		Often		Sometimes		Never		Total	
	‘o	E	‘o	E	‘o	E	‘o	E		
Accommodating	0	0	2	2.11	22	22.60	11	11.26	35	0.075
Avoiding	0	0	2	1.63	21	17.46	4	7.91	27	2.74
Collaborating	0	0	0	0	0	0	1	0.29	1	1.74
Competing	0	0	0	0	2	1.29	0	0	2	0.39
Compromising	0	0	0	0	3	7.11	8	3.22	11	9.48
Combination Choices	0	0	3	2.41	27	25.86	10	11.72	40	0.45
Total	0	0	7	6.15	75	74.32	34	34.40	116	14.875

Degree of Freedom (6-1) (3-1)
=52
=ten at 0.05 level
14.875 < 18.31

SUMMARY OF FINDINGS

The respondents’ prevalent causes of conflicts which they encountered in school were inadequate materials or needed supplies with co-workers and parents, scarce needed supplies required, lack of work ethics that is gossip, abuse of benefits, privileges, equipment, discretions, difficulty in balancing professional work with the family duties, and lack of harmonious cooperation with their superior and teachers. These procedures typically happened in their daily activities while interacting with others. The situations made them feel uncomfortable and a feeling of difficulty coping with disagreements.

The study revealed the common management strategy in handling conflicts was accommodating, and the second strategy was avoiding. They sometimes used collaborating and compromising, and the least was competing, but it depended on the contention that occurred and that they have encountered. Teachers also used a combination of strategies in managing conflicts when they stated that there were five ways to manage conflicts. Not all approaches suit everyone, so it is crucial to know the underlying reasons or root cause of disputes before one tried to handle them. It is essential to communicate and understand each other before the issue worsens before it could affect our personal and professional life (Thomas, 2016).

The data showed no significant relationship between the conflicts encountered and the management strategies. However, it is vital to recognize situations and problems that lead to conflicts and take appropriate actions.

Conclusions

Based on the study’s findings, respondents sometimes encountered situations that could cause conflicts in their school related to inadequate materials or needed supplies, lack of work ethics that is gossip, abuse of benefits, privileges, equipment, indiscretions, and other situations. Teachers used different strategies in managing conflicts depending on the situation. In contrast, some might use five strategies to maintain peace and harmony.

In our society, we cannot avoid situations that would create a scenario of conflict. It is an unavoidable situation because individual differences and uniqueness exist. Whatever conditions cause conflicts, one must learn to recognize them and find management strategies to handle them. We face problems in our daily lives, accept, analyze, and take appropriate actions. One should understand that what works best for one may not be necessary for another on the management strategies in handling conflicts. Thus, conflict-free situations always bring peace to both mind and heart.

Recommendations

On the given findings and conclusions of the study, the following recommendations have been formulated.

1. For teachers with conflict, it may be necessary to be aware and updated on the school guidelines, memorandum, orders, and other information related to work to prevent miscommunications and dissemination with a clear understanding and correct interpretation. A teacher should determine the root cause of disagreements or conflicts they encounter so that it would be easy to handle and solve them with proper strategies and bring up harmonious

- relationships, conflict and stress-free, and healthy individuals.
2. School Authorities should find time to discuss with their teachers the management strategies in dealing with work-related conflicts through training and workshops and School Learning Action Cell. There must be transparent dissemination of all school plans, projects, and activities for implementation with monitoring and evaluation tools.
 3. A similar study is recommended using observation, interviews, and questionnaires focusing on the effectiveness of management strategies in handling conflicts to help teachers and school authorities.

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