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PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

A CONFLICT MANAGEMENT PROGRAM FOR TEACHERS

A THESIS

**Presented to the Faculty of
the College of the Graduate Studies and Teacher Education Research
Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila**

**In Partial Fulfillment
of the Requirements for the Degree of
MASTER OF ARTS IN EDUCATION
with Specialization in Educational Management**

ARLON P. CADIZ

December 2015



CERTIFICATE OF APPROVAL

This master's thesis entitled "**A CONFLICT MANAGEMENT PROGRAM FOR TEACHERS**", prepared and submitted by **ARLON PONCE CADIZ**, in partial fulfilment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION** with specialization in **Educational Management**, has been examined and is recommended for acceptance and approval.

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**ABSTRACT**

Name : Arlon P. Cadiz

Title of Research : A Conflict Management Program for Teachers

Key Concept/s : Conflict Situations, Handling Conflicts, Teachers' Productivity, Conflict Management Program

Degree : Master of Arts in Education

Specialization : Educational Management

Adviser/s : Dr. Danilo K. Villena
Prof. Adelina H. Velasco

Conflict is natural in an organization specifically in the areas of the academe. Most of the conflicts experienced in the school happen between and among teachers. This is interpersonal conflict. Conflict management is necessary in this situation to reduce or lessen the conflicts for better relationship among teachers and one of the ways to increase their performance.

This study is premised on the belief that conflict adversely affects teachers' productivity, efficiency, and effectiveness. And so therefore, effective management of conflict may result to enhanced teachers' productivity. This study also aims to determine the perceived conflicts between and among teachers inside the school setting, and their level of productivity. This study also aims to propose a Conflict Management Program as a way of reducing conflicts between teachers and enhance teachers' level of productivity.

The participants of this study were the secondary public school teachers in the division of Quezon City drawn from twelve (12) schools of six (6) districts. The research



instruments used were locally-structured in which the items or indicators came from the pre-surveys.

The study revealed that the area of Learners' Achievement (LA) shown the most perceived conflicts between teachers followed by Assessment of Students' Learning and Lesson Planning and Instruction. The teachers handle conflicts between them by confronting the teacher concerned directly about the conflict; negotiating with the teacher concerned and suggesting something for agreement; and showing a pleasing personality to talk about the conflict. In terms of the teachers' productivity through Performance Appraisal System for Teachers, the respondents are *Outstanding (O)* only in the area of Professional and Personal Characteristics. Furthermore, teachers perform Very Satisfactory (VS) in all areas of their PAST. In the six areas of relationship of perceived conflicts and teachers' productivity, there is positive (+) and negative (-) Average/Moderate Correlation in the areas of Learner's Achievement and Professional and Personal Characteristics respectively. This means that conflicts between teachers affect the performance of teachers.

The conclusions drawn from the findings of the study led to the recommendation that the schools' division of Quezon City should consider and implement a Conflict Management Program for Teachers. The Conflict Management Program should be implemented in the schools that experience more conflicts which affects the performance of teachers. Teachers should also participate and cooperate to the activities included in the Conflict Management Program since they are the ones who will benefit from this program and of course their students. There should be seminars and trainings for teachers



in dealing with conflicts in the areas of Learners' Achievement (LA) and Professional and Personal Characteristics (PPC) because results show that there is Average/Moderate correlation which means that performance of teachers are affected by conflicts. Other researchers may conduct future researches in the bigger scope to find out the perception of teachers towards conflicts between and among them.



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A.P.C



This humble academic work is heartfully dedicated to:

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My Almighty God.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

This chapter presents the outline of the study, including the framework, statement of the problem, significance of the study, scope and delimitation, the hypothesis and the terms operationally defined in the study.

Introduction

Conflict is a natural event or situation in an organization most especially inside a school setting. It is an inevitable thing in all organizations. No any organization cannot deny the existence of conflict since a school administrator plays an important role on how to deal and manage it.

One of these conflicts inside an organization is between teachers. Conflict between teachers occurs any time in the academe. Some of these teachers differ in ideas and they see things in different ways. This is true because some of teachers have difficulty in terms of dealing with other teachers or they lack interpersonal skills. This leads to interpersonal conflict. Interpersonal conflicts are observable between co-workers or colleagues. These are serious concerns in that they attack the person's emotions. It arises due to many factors such as incompatible goals, ideas, values, behaviors, differences in ways of working, or interpersonal dissonance or emotions. Conflicts in a school setting can have a way of seriously undermining the people's morale and effectiveness (Mendoza 2001). Productivity of teachers will be at risk or adversely affected by conflict. This is true in the statement of Tschannen (2001 as cited in Ghaffar,



n.d.) that conflict hampers productivity, lowers morale, causes more and continued conflicts causes inappropriate behaviors.

Management of conflict is an essential tool to solve problems of conflict so that the negative impacts of it will be overcome. The school managers or school administrators are the ones who are directly involved in this dilemma. Teachers are directly involved to the learning achievement of our students, school administrators should take the lead in finding suitable approaches in dealing and managing the conflict between teachers. But before the school administrators do that, he/she should have the ideas on how conflicts arise between teachers.

Managing conflicts is important for modern organizations not only because it is required to limit the negative aspects of conflicts, but also because it is crucial for project success (Zhang 2011). Nobody wants an ineffective organization most especially the most respected institution, the school. Every individual inside the school environment is very much liable whatever would be the outcomes of their performance. Conflict seriously affects the performance of employees (Anwar, 2012). This is true because productivity of individual depends in the workers' job performance. Conflict, if not managed well by school administrators will result to stress to teachers and probably affect their performance. Poor conflict management reduce productivity on job performance while positive performance is achieved if conflict is constructively managed (Akanji, 2005 as cited in Lazarus 2014). If the productivity of teachers will not be good, major clientele (the students) performance would also be affected. Teachers must work as team towards the learning achievement of students. Management of the conflict creates



team effectiveness (O'Neill 2011). One of the factors that will affect teachers' productivity is its interpersonal relationships or how he/she works with and through other people (Visco 2000). The success of the school system in achieving its goals and objectives depends on the efficiency and effectiveness of teachers (Garrett & Poole (2005 as cited Ajayi et.al 2012). The quality of teachers is an essential indicator in the measurement of productivity in the school system to enhance the professional competence of the teachers, they should be exposed to seminars and trainings.

A school administrator should not see conflict between teachers as hard as it is. He/she should be open minded and find ways or several approaches in managing conflict. Furthermore, school administrator should see that conflict has a positive end. But first school managers should manage the conflict to remove cognitive barriers to agreement. He/she should also have the skills to limit negative aspects of conflict while increasing positive aspects of it. There are several approaches as effective means of managing conflict, handle difficult people and tense situations with diplomacy and tact, recognize, face and ultimately manage it. On the contrary, some school administrators see conflict management as extra work or burden in their management style and out of their management skills. Conflict between teachers should be actively managed well by school administrators because if not, there will be great negative effect in the productivity of teachers. Conflict, when intelligently managed to the advantage of the school, heightens faculty productivity (Visco 2000). If conflict is within certain limits, it is essential to productivity. School administrators should encourage every teacher in all endeavors and functions of goals to achieve common goals. Involvement and participation of teachers in



the management of their school is likely to enhance their productivity and not to create poor performance. Therefore to upgrade the level of conflict management styles of school principals, a well-planned training program on this area by enhancement through In-service Training Program (Flora 2002).

Conflicts between teachers can be handled and managed well through a developed conflict management program of this current study. This should be the commitment of the school administrators, teachers, parents and other stakeholders of the school in improving performance and productivity of teachers for the benefit of the students and the whole educational organization as well.

Conceptual Framework

This study is premised on the belief that conflict adversely affects teachers' productivity, efficiency, and effectiveness. And so therefore, effective management of conflict may result to enhanced teachers' productivity.

According to Mendoza (2001), there is a serious undermining of people's morale and effectiveness because of conflicts in an organization. Conflict may arise from interpersonal relations creating interpersonal conflict. According to Rahim (2002), most of the conflict experienced by people inside an organization is caused by interpersonal conflict. According to Visco (2000), improved productivity stems from the four primary resources and those are the managerial skills and interpersonal relations. They further said that productivity is of central importance in any organizations.



Interpersonal relation is one of the resources for improved productivity and the productivity of an individual depends in the workers' job performance (Visco 2000). Productivity in any organization as a function of a goal-oriented leadership and ability to work with and through other people (Visco 2000). The quality of teachers is an essential indicator in the measurement of performance in the academe. Success of the school system in achieving its goals and objectives depends on the efficiency and effectiveness of teachers (Garrett & Poole 2005 as cited in Ajayi & Afolabi 2012). Involvement of participation of teachers in the management of their school is likely to enhance their performance or productivity (Ajayi & Afolabi 2012). Productivity can be positively related with openness in communication between the workers and employers.

Conflict, when intelligently managed to the advantage of the school, heightens faculty productivity (Visco 2000). It is now recognized that conflict within certain limits is essential to productivity (Rahim 2002). There is a significant relationship between interpersonal relations and faculty productivity taken singly and as a whole (Visco 2000).

Rahim (2002) said that the aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting. Conflict is managed when it can affect the activities wherein both parties are involved. Managing conflict is not to eliminate but to reduce its destructive impact and establish a positive advantage in an organization. He further added that human conflict could be resolved if the major parties would take time to talk and listen. Knowing how to manage and cope with conflict is a skill of increasing importance among administrators (Flora



2002). One should recognize, face, and manage conflict to minimize the negative effects and maximizes its positive effects (Bahian 2008).

According to Flora (2002), conflict management can contribute significantly to an organizational effectiveness. The success of an organization also depends on how teachers do their responsible and tasks in all aspects inside the school setting. The success of the school system in achieving its goals and objectives depends on the efficiency and effectiveness of teachers (Oguntuye 2002 as cited in Ajayi & Afolabi 2012). Therefore, when conflicts are properly managed, it can result to increased individual participation, innovativeness, and increased employees' productivity (Uline et.al., 2003 as cited in Lazarus, 2014). Employees' Productivity can be enhanced by conflict management strategies (Lazarus, 2014). Conflicts should not be ignored but should be effectively managed for better employees' productivity in the workplace. Conflict management strategies have positive impacts on workers' productivity (Obasan, 2011). It is necessary to handle a conflict in employees' for good productivity, financial performance, and relationship building (Anwar, 2012). Positive performance is achieve if conflict is constructively managed (Akanji, 2005 as cited in Lazarus, 2014).

Effective conflict management not only lies on the management skills of school administrators but also on how teachers deal with their colleagues through interpersonal relations. In the study conducted by Bahian (2008), revealed that very satisfactory interpersonal skills of human resources indicate a very satisfactory conflict management. This idea can also be found in the study of Visco (2000) that there is significant relationship between interpersonal relations and faculty productivity. Furthermore, he



added that wholesome interpersonal relations heighten faculty productivity. Teachers' participation in school management in terms of conflict resolution can enhance higher productivity. When conflicts are properly managed, it can result to increased individual participation, innovativeness, and increased employees' productivity (Uline et.al., 2003 as cited in Lazarus, 2014).

The conceptual framework of this study as illustrated in *figure 1* is anchored on key concepts from several discussions on conflicts and productivity.

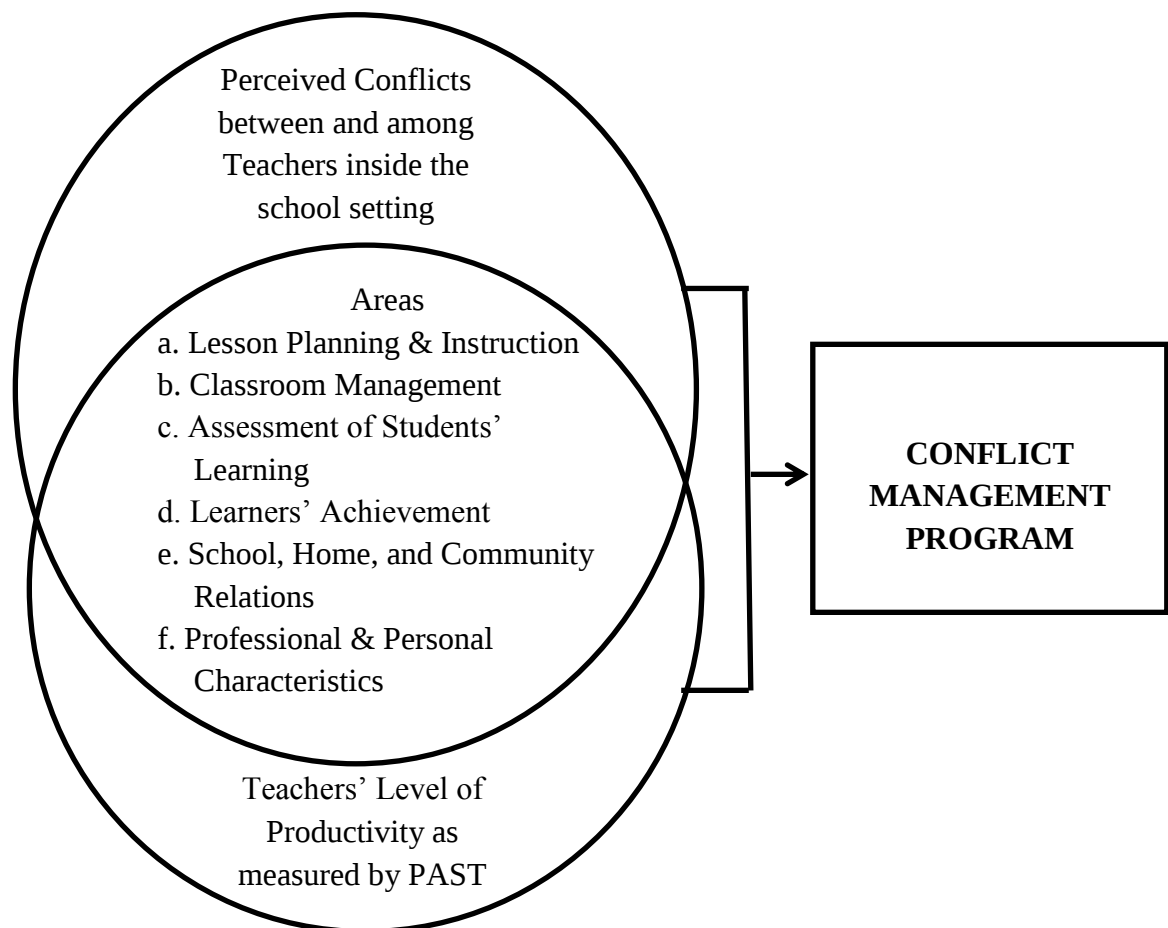


Figure 1. Conceptual Paradigm of the Study



As shown in the conceptual paradigm, two variables were involved: the perceived conflicts between and among teachers and teacher's level of productivity as measured in the PAST (Performance Appraisal System for Teachers). The indicators of conflict situations for the six (6) areas of concern as shown in appendix A on pp. 123-129 as well as the indicators in the PAST specifying the six (6) areas of concern as shown in appendix C on pp. 146-147. These dimensions are common in the six (6) areas namely: Lesson Planning and Instruction; Management (LPI); Assessment of Students' Learning (ASL); Learners' Achievement (LA); School, Home, and Community Relations (SHCR); and Professional and Personal Characteristics (PPC). This study argued that conflicts prevailed or arise in each of these areas in which teachers' Level of Productivity would be affected by the conflicts since the indicators of the performance of teachers in each area are associated in the indicators of conflicts on the same area of concern.

The perceived conflicts were correlated to the teachers' level of productivity. The results of the analysis served as the baseline data in developing a proposed conflict management program.

Statement of the Problem

This study aimed to determine the perceived conflicts between and among teachers inside the school setting, and their level of productivity. This study also aims to propose a Conflict Management Program as a way of reducing conflicts between teachers and enhance teachers' level of productivity.



Specifically, this study sought to answer the following questions:

1. How do the teachers respondents perceive their conflicts in school in terms of the following:
 - a. Lesson Planning and Instruction?
 - b. Classroom Management?
 - c. Assessment of Students' Learning?
 - d. Learners' Achievement?
 - e. School, Home, and Community Relations?
 - f. Professional and Personal Characteristics?
2. How do the teachers manage their conflicts between and among themselves with respect to:
 - a. Lesson Planning and Instruction?
 - b. Classroom Management?
 - c. Assessment of Students' Learning?
 - d. Learners' Achievement?
 - e. School, Home, and Community Relations?
 - f. Professional and Personal Characteristics?
3. What is the level of productivity of teachers as recorded in Performance Appraisal System for Teachers (PAST) for school year 2014 - 2015 in terms of the ff:
 - a. Lesson Planning and Instruction?
 - b. Classroom Management?



- c. Assessment of Students' Learning?
 - d. Learners' Achievement?
 - e. School, Home, and Community Relations?
 - f. Professional and Personal Characteristics?
4. Is there a significant relationship between perceived conflicts between teachers and teachers' level of productivity?
5. What Conflict Management Program can be developed to reduce or lessen conflicts between teachers to improve their level of productivity?

Hypothesis of the Study

There is no significant relationship between perceived conflicts between teachers and teachers' level of productivity in the areas of lesson planning and instruction; classroom management; assessment of students' learning; learners' achievement; school, home and community relations; and professional and personal characteristics.

Significance of the Study

The results and findings of the study could be of help to the following persons:

School Administrators, who are responsible for carrying major management functions such as planning, organizing, monitoring and evaluating, the study can serve as framework in creating a program or plan of actions/activities for conflict management.



Teachers, who are noble in the delivery of instruction and learning managers, this study could help them in such a way that they can have awareness in handling conflict when it comes to dealing with other teachers. They can improve their performance in such they could be highly productive because they feel the effectiveness of their school administrators in proposing a conflict management program for them. They can be motivated to work and perform their task at their utmost best.

Students, who are the major clientele and the reasons why the school officials and teachers are working so hard, this study could be of help in increasing their performance when teachers are effective and efficient in terms of performance. They could be more active and role models of discipline as well as good values due to existing teamwork of all people who have a big concern on their success in the future.

Parents & Other Stakeholders, who are also important in the accomplishment of such related school activities, this study can give them big assurance that the students' welfare in terms of knowledge, skills, and values is addressed and maintained. They are confident enough that the school and its important people (administration and teachers) perform their duties. That's why they can be more participative in every activity that the school is implementing for the benefit of all concerns. Furthermore, they can also provide assistance such as resources needed by the school to achieve its important goals towards producing disciplinarian and productive students and workers in the future.



School Superintendents, who have very important role in disseminating policies and guidelines in enhancing students' performance through teachers and school administrators, this study could serve as basis or guide to them in planning and implementing seminars, trainings, and workshops for school administrators and teachers regarding dealing with conflicts and improve job performance among them. As far as the schools' divisions are concerned, the proposed conflict management program could be the first step in achieving high performance.

Researchers, who are eager to explore their studies in conflict management program to other divisions, the results of this study could serve as baseline in which they can consider other circumstances that can be big help to understand several variables.

Scope and Delimitations of the Study

This study focused on determining the perceived conflicts between teachers inside the school environment and level of teachers' productivity. The conflicts were perceived by teachers. The teachers' level of productivity was also determined based on the latest Performance Appraisal System for Teachers (PAST) School Year 2014 - 2015. Then, the perceived conflicts between teachers were correlated to the level of productivity (O – Outstanding; VS – Very Satisfactory; S – Satisfactory; P – Poor; NI – Needs Improvement) of teachers in terms of indicators namely: Lesson Planning and Instruction; Classroom Management; Assessment of Students' Learning; Learners' Achievement; School, Home, and Community Relations; and Professional and Personal



Characteristics. There is a proposed strategic Conflict Management Program for Teachers as a way of reducing conflicts and improving teachers' level of productivity. The respondents of this study are composed of the teachers selected using the simple random sampling from twelve (12) selected secondary schools in the division of Quezon City. This study used the descriptive-correlational method. The instruments that were used are locally structured or self-developed questionnaires which were validated by five (5) experts in different institutions in the area of educational management. There were try outs testing for thirty (30) teachers to find out if the respondents understand the items given in the questionnaires. The findings from these try outs were analyzed if there are items to be replaced or changed. The researcher only employed the questionnaires to the teacher respondents within the school year 2014 - 2015. The level of productivity of teachers is based only on the Performance Appraisal System for Teachers (PAST) of S.Y. 2014 - 2015. This study is only limited to the findings where statistical treatment of data is employed using the mean and Pearson r .

Definition of Terms

The following are some terminologies which are specifically defined and used for clarity and common frame of reference.

Classroom Management. It pertains to the way how teachers manage the class imposing discipline, cleanliness and orderliness inside the classroom, value of time, which makes possible for a conducive learning. This also pertains to the indicators



involved in the performance appraisal system for teachers and indicators in which teachers experience conflicts between and among them.

Conflict. It refers to a situation where teachers are involved. It arises due to differences in perceptions to something. It also refers to the indicators of conflicts as perceived by teachers.

Conflict Management. It refers to the ability and skills of a school administrator in dealing with conflict among teachers inside the school system. In here, the school administrators use conflict handling process and strategies when facing the conflict inside the organization or institution.

Conflict Management Program. It pertains to a proposed method on dealing with conflicts between teachers to improve teachers' level of productivity.

Conflict Situations. This pertains to causes of conflicts may experience or encounter between teachers in terms of Lesson Planning and Instruction; Classroom Management; Assessment of Students' Learning; Learners' Achievement; School, Home, and Community Relations;; and Professional and Personal Characteristics.

Interpersonal Relation. It describes the way on which teachers are dealing with their colleagues in all aspects of teachers' duties and responsibilities inside a school setting.

Learners' Achievement. It pertains to how teachers administers formative and summative tests for students. This also pertains to the indicators involved in the performance appraisal system for teachers and indicators in which teachers experience conflicts between and among them.



Lesson Planning & Instruction. It refers to how teachers execute or deliver the lesson based on the objectives of the teaching-learning process. This also pertains to the indicators involved in the performance appraisal system for teachers and indicators in which teachers experience conflicts between and among them.

Level of Productivity. This pertains to the scale in descriptive form namely: O – Outstanding; VS – Very Satisfactory; S – Satisfactory; P – Poor; and NI – Needs Improvement.

Managing of Conflict. It refers to the manner by which a teacher handles and settles conflict with another teacher based on a particular conflict situation.

Productivity. This refers to teachers' actual performance based on the record in the PAST (Performance Appraisal System for Teachers) inside and outside the classroom as an employee of an institution or an organization in terms of the following: Lesson Planning and Instruction; Classroom Management; Assessment of Students' Learning; Learners' Achievement; School, Home, and Community Relations; Relationship with the Administration; and Professional and Personal Characteristics.

School, Home, and Community Relations. It pertains to the indicators involved in the performance appraisal system for teachers and indicators of conflicts between teachers.

Professional and Personal Characteristics. It pertains to the indicators involved in the performance appraisal system for teachers for professional and personal characteristics of teachers as well as indicators of conflicts between teachers.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature and studies that the researcher consider relevant to the present study. The chosen foreign and local literatures and studies helped and serve as guide to the researcher in the conduct of the study.

Conflicts between Teachers (Interpersonal Conflicts)

However, though teachers are performing their best towards effective and efficient teaching and increase its productivity, they will not be exempted in terms of conflicts. In a school environment, teachers are dealing with other teachers when it comes to students' welfare. Some of the conflicts may arise from different situations.

In a school environment or an institution, conflict exists preferably between teachers. Though educational leaders or school administrators in an administration are doing their very best just to avoid and manage conflicts but still the school is at risk with the possible effects of conflicts.

According to Flora (2002), educational leaders cannot avoid interacting daily with diverse groups of people including teachers, students, parents, school boards, and the community around the school. Each of these groups has its own problems, needs, views, expectations, and demand which often conflict with the ideals, demands, and views of others in the educational enterprise. Conflict, like change, will always occur given the dynamics of human interactions. It can occur between workers and colleagues inside an



organization because the concerns have different interests, goals, perceptions, viewpoints, values, and experiences (Bayer & Schernick n.d).

De Dreu (1999, cited in De Dreu et.al., 2005) viewed conflict as a process that begins when an individual or group perceives differences and opposition between him or herself and another individual about interests, beliefs, or values that matter to him or her. Perceived differences and opposition evolve around work and task related issues (De Dreu, 1997). It is a serious disagreement and argument about something perceived to be important by at least one of the parties involved (Schramm-Nelsen, 2002 as cited in Obasan, 2011).

Obasan (2011) defined conflict as the reactionary effect due to the perceived incompatibilities resulting typically from one person of interference or opposition. It is also involve the total range of behaviors and attitudes that is opposition between working people or the other. It is caused by disagreements over issues on personality clashes according to Azamosa (2004 as cited in Obasan, 2011).

Many experts, writers, and researchers defined conflict in many ways. Rahim (2002) defined conflict as an 'interactive state' manifested in incompatibility, disagreement, or difference within or between social entities such as individuals, groups, or organizations. Another definition from Rahim (1992) about conflict was made. According to him conflict, is the interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities.

According to Wall & Callister (1992), conflict is a process in which one party perceives that its interests are being opposed or negatively affected by another party. It is



also a process in which one person (or a group of people) perceives that another person or group is frustrating, or about to frustrate, an important concern (Vecchio 1995 as cited in Along 2008).

Conflict comes from a multitude of sources and is found as personal and organizational levels (Morgan 1985). According to Mendoza 2001 as cited in Along 2008), negative personality traits often cause conflict. Problems and conflicts among co-workers are almost invariably traceable to failure to communication. According to Schmeer & Chanin (1984), conflict may be caused by incompatible goals, ideas, values, behaviors, or emotions. This is similar to the ideas of Hellriegel, Slocum, & Woodman (1986) that sources of the conflict usually are rooted in incompatible goals, cognitions (e.g. different viewpoints), or emotions (e.g. differing loyalties).

According to Rahim (2002), there are several causes of conflict. It may occur when: a party is required to engage in an activity that is incongruent with his or her needs or interests; a party holds behavioral preferences, the satisfaction of which a party holds behavioral preferences, the satisfaction of which is incompatible with another person's implementation of his or her preferences; a party wants some mutually desirable resource that is in short supply, such that the wants of all parties involved may not be satisfied fully; a party possesses attitudes, values, skills, and goals that are salient in directing his or her behavior but are perceived to be exclusive of the attitudes, values, skills, and goals held by the other(s); two parties have partially exclusive behavioral preferences regarding their joint actions; two parties are interdependent in the performance of functions or activities.



Most of the conflict experienced by people inside the organization is caused by interpersonal conflict. According to Rahim (2002) on interpersonal conflict refers to conflict between two or more individuals (not representing the group they are a part of). Interpersonal conflict is divided into intragroup and intergroup conflict. Intragroup personal conflict occurs between members of the same group. Intergroup personal conflict occurs between groups. Intergroup conflict exists between or among groups such as among teachers.

Most of the conflicts in an organization were experienced by teachers in terms of its interpersonal relations to others. This creates interpersonal conflicts. In the study conducted by Hotepo et.al (2010), showed that interpersonal conflicts ranked highest as the type of conflict experienced by the respondents in their organizations. Furthermore, the respondents mentioned major causes of conflict in organization: lack of resources, different expectations, competition, lack of cooperation, salary comparison, interdependence, and communication problems. It is similar to the findings in the study of Asoy (1996 as cited in Bahian 2008), on interpersonal relationships, the most commonly encountered conflicts manifested by some members of the faculty: are talking often about other person's life during spare time; thinking only of what is good for himself, expressing always negative comments of others; updating one of what is happening in other groups for future plans; sacrificing personal relationship/friendship with individuals from the other groups in favor of group opinion and approval and taking side with group mates in all issues regardless of existing facts and conditions.



According to Davis & Newstrom (1989 as cited in Mendoza 2001), conflict in the organization can be between individuals (interpersonal) depending on its depth and cause. They further say that interpersonal conflicts are serious concerns in that they attack the person's emotions. Interpersonal conflicts are most often caused by failures in communication or differences in opinion. It is inevitable thing in any organization according to Visco (2000). He further give an example that in Abra School of Arts and Trades, conflict sometimes occur because two or more people or groups perceived that they have incompatibility of goals and interdependence of activity. In order to decry the detrimental effects of conflict, administrators must design and modify organizational structure to prevent upsetting of work patterns. Ideally, changing the organizational structure shows prudence rather than inactivity of management.

Mendoza (2001) conducted a study to determine the types of conflict and conflict management styles as well as the level of work performance of educational managers and teachers in selected public elementary schools in Valenzuela City. She used the descriptive-correlational method of study and validated locally-structured questionnaires to obtain the necessary data as well as a standardized instrument of Thomas-Kilmann Conflict Mode.

Her study revealed that the interpersonal conflicts appeared to be more prevalent type of conflicts among the school managers as shown by their highest mean score, followed by inter-group conflicts, with intrapersonal conflicts as the least encountered type. Based on her study, teachers encountered the prevalent conflict which is inter-group conflict shown in the highest mean score interpreted as sometimes encountered. This was



followed by interpersonal conflicts and intrapersonal conflict as the last type. Furthermore, the study yielded, based on the results of the Tomas-Kilmann Test that the most predominant conflict handling style among the public elementary school managers in Valenzuela City was the compromising mode for which a high level of utilization was recorded.

There was no significant difference between the levels of conflict encountered by the teachers except the inter-group conflict which were significantly prevalent among the teacher respondents.

Jocson (2004) described conflict as a situation in which two groups feel that they are in opposition. Whether the conflict is destructive will depend on the attitudes and skills of the individuals handling it. It is important for the individuals to perceive that conflict is inevitable and a natural phenomenon in any group setting. Bahian (2008) described conflict as inherent to social life. In any working relationship, a degree of conflict arises depending on the attitudes and skills of individuals by handling it. Conflict exists whenever there is incompatible activity occurring and this incompatibility produces a dilemma.

According to Along (2008), no organization is so perfect that there is no conflict at all. The heart of the matter lies in how the members of the organization handle these conflicts. What matters most is identification of these conflict management styles, and of course, conflict. Sese (1992 as cited in Flora 2002) stated that top management has learned to view that conflict does not necessarily indicate managerial failure, but rather an essential part of organizational behavior. Conflict per se is neither bad nor contrary to



good organization. A total absence of conflict would be unbelievable. No human relationship in an organization is so smooth that misunderstanding and conflict never occurs. If necessary, they should search for ways of which it can produce constructive outcomes (Jocson 2004).

Andres (1983 as cited in Flora 2002) claims that there are three underlying factors in conflict among Filipinos namely: information, perception, and role. When two different informations about a certain problem is received, the end result is conflict. When two persons perceived differently the same thing, each will interpret the information in a somewhat different manner. The role that one has to play according to his position or status may put certain constraints on him that may lead to conflict situations.

Gordon et.al., cited in Go (1997 as cited in Jocson 2004) state that conflict arises when interests collide. The collision can be due to divergence in the goals of the organization, personal ambitions, group loyalties, departmental budget, demand on scarce resources and others. Therefore, conflict is a result of various factors which can either be personal or organizational in nature.

Bustos (1990 as cited in Bahian 2008) emphasized that lack or delay in communication can lead to serious conflict. This is similar to the idea based on the National School Board Association or NSBA (2003 as cited in Along 2008), conflict can begin through poor communication. Conflict can be indicated if there are disagreements, regardless of issue. It can be seen through body language - balled hands, peering eyes, raised eyebrows, tense body, etc. One of the most case scenarios that indicate conflict in



an organization is the airing of disagreements through media. Increasing lack of respect, open disagreement, lack of clear goals, no discussion of progress, strong public statements are some of the indicators that there is conflict in an organization.

According to Along (2008), participation can be a source of conflict. When more and more members in the organization participate, the higher there will be of conflict. Another is the size of organization. The numbers of members in an organization can lead to conflicts so that the more members there are in an organization, the more conflicts rise. Another source of conflict is communication which is a factor of conflict when the communication which is a factor of conflict when the message is not delivered well, conflict ensues.

According to Bahian (2008), conflict arises due to the pursuit of incompatible goals resulting gains on one side at the expenses of the other side. Conflict is part of organizational life, one may choose to ignore it but one can hardly expect to simply disappear. It persists at varying levels of intensity.

Conflicts happening to teachers can reduce their productivity in terms of efficiency and effectiveness which in turn lowers teaching performance. Mendoza (2001) argued that conflicts in a school setting can have a way of seriously undermining the people's morale and effectiveness. These conflicts can be the cause of reducing productivity.

Pornasodoro (1991) conducted a study to find out the level of job stress and individual productivity of the faculty of selected state colleges in the Southern Tagalog Provinces, Region IV and established the relationship of selected factors of job related



stress to individual productivity in terms of instruction, research and extension. The descriptive correlational design was utilized in the study. It covered 238 faculty respondents distributed and stratified random sampling from the five state colleges. Of the 238 respondents, 217 faculty respondents answered the questionnaires (91.18%). The retrieved questionnaires were brought to the UP Computer Center at Diliman Quezon City for computerization. The data were statistically treated and analyzed by using Mean, Standard Deviation and the multiple (stepwise) regression analysis.

His study revealed that there was significant relationship between Job Stress and Individual Productivity. Of the stressor factors, the following variables were significantly related to individual productivity of the faculty of selected State Colleges in the Southern Tagalog Provinces in Region IV: role conflict/ambiguity, health condition, suspension, work load and family relation.

De La Rosa (1995) conducted a study to determine the level of stress among the faculty of the three selected state universities and find out if stress is associated with their productivity. A sample of 180 faculty members from the three state universities in region III served as respondents. These respondents were drawn to each of the three universities using the multi-stage sampling technique. The data were statistically treated with the use of Mean and Rank as well as Standard Deviation to determine the perception of faculty of various stresses. For relationship and significance of variables were determined using the Pearson Moment Product Correlation, One Way ANOVA, and Chi-Square.



His study revealed that there was a low level of productivity among the respondents. There was no significant correlations were found between organizational stressors and productivity.

Productivity of Teachers

Teachers play a big role and responsibility in the success of achieving the vision, mission, goals, and objectives of an educational institution. In this manner, teachers should ensure that they maintain good and high performance in all situations that teachers are expected to perform with. Teachers who belong to a government institution such as the Department of Education are evaluated using a performance appraisal to measure their productivity. Productivity of teachers is very important in an institution or school environment. According to Visco (2000), productivity is the summary of measure of measure of the quantity and quality of work performance with resource utilization considered. It involves doing a job in the best possible way. It is a criterion of work achievement that applies to individuals, group and organization.

The teachers are expected to perform at their utmost best with good qualities and shows significant characteristics towards the achievement of teaching-learning process. Efficient and effective teachers are productive teachers. According to Garrett & Poole (2005 as cited in Ajayi & Afolabi 2012), measuring productivity in schools requires a measure of both efficiency and effectiveness. Oguntuye (2002 as cited in Ajayi & Afolabi 2012) emphasized that the success of the school system in achieving its goals and objectives depends on the efficiency and effectiveness of teachers. According to Obilade



(1999 as cited in Adeyemi 2011), teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. This is similar to the idea of Famade (2003 as cited in Salitu, et.al. 2012), he pointed out that the quality of teachers is an essential indicator in the measurement of productivity in the school system.

In the study conducted by Debruyne (2001) on the relationship between teacher job satisfaction and job performance, and whether the teacher attitudes about the job impacted their productivity, he argued that healthy school cultures correlated strongly with teacher productivity and job satisfaction while low levels of satisfaction and morale can cause decreased productivity and can ultimately result in teacher burnout. He concluded that teachers with high levels of morale are enthusiastic and committed and their positive attitudes are transferred to students who in turn display them through increased achievement.

Productivity according to Davis & Newstrom (1993 as cited in Visco 2000), is a ratio that compares units of output with units of input. If more outputs can be produced from the same amount of inputs, productivity is improved. Or if less input can be used to produce the same amount of outputs, productivity has increased. The idea of productivity does not imply that one should produce more output; rather, it is a measure of how efficiently one produces whatever input is desired. It is often measured in terms of economic inputs and outputs, but human & social inputs are also of equal importance.

The productivity of teachers is reflected from several indicators. These indicators include lesson planning and instruction; classroom management; assessment of students'



learning; learners' achievement; school, home, and community relations; and professional and personal characteristics. If these indicators are equipped in teachers, they are considered effective and yet have positive productivity.

Guruprasad (2009) argued that the quality of classroom processes is a function of how effectively a teacher guides his/her class and the goal of teacher evaluation should improve classroom processes. One of the elements of an effective teacher or educator is a good communicator. This is true according to Davies (2009) that being able to communicate is vital to being an effective educator. Interpersonal communication is sharing meaning between oneself and at least one other person. She further said that the goal of interpersonal communication is to send relevant and objective messages. As educational leaders who also an effective communicators according to her, they must work with positive attitude toward each other and students. From the findings in some researches incorporated by Hamid et.al. (2012), findings indicated that the teachers' quality is associated with students' performance. Good teachers do not display their competence in the subject area but also support their students in terms of displaying friendliness, optimism, and creating a conducive learning environment. He further stated that when teachers display good qualities, they are considered effective.

In the study conducted by Hamad et.al (2012), they concluded that knowledge of teachers' performance can be measured via performance in classroom management and demonstrated commitment and responsibilities. They added that quality and effective teachers are not only merely concerned with students' achievements but also their



abilities to communicate and work with the students. They argued that the teachers themselves can reveal and assess their own performance.

Akiri, et.al (2012) conducted a study on the sequence on the influence of teachers' classroom effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria. He made use of a descriptive survey that employed an ex-post-facto design that involve the determination and description of the influence of teachers' effectiveness in students' academic performance. The respondents are 979 teachers made up of 450 males and 519 females drawn using a stratified random sampling technique. There were two instruments utilized for the study for the school administrators and students to evaluate the teaching effectiveness of the sampled teachers in each school. The questionnaires sought information on the teachers' effectiveness in the areas of mastery of the subject, lesson preparation and presentation, punctuality and attendance in class, clear communication, adequate use of instructional materials, creativity and resourcefulness, adequacy of teachers' evaluation to students' academic work and teachers' concern for students. The study found that teachers who were rated as ineffective actually produced students of lower academic ability. The study also revealed that effective teachers produced high-performing students.

Another study to describe the effects of teachers' effectiveness on students' achievements was conducted by Olofenniye, (2012). They investigated the correlation of teachers' quality on students' performance. They made use of a questionnaire for 200 students as respondents using random sampling technique. Their study revealed that



appropriate instructional materials improve students' academic performance and teacher experiences as an advantage.

Regular professional development is essential for effective teaching (Stewart, 2011) and teachers' performance is appraised annually in multiple measures including classroom instruction and results, collaboration with parents and community groups, and contribution to their colleagues and the school as a whole. The best professional development opportunities are sought by the teachers who aimed for qualities. The pursuit of quality occurs by developing friendships with colleagues who set high standards (Tomlinson, 2011). Teachers are expected to participate actively as team members in decision-making process (Stumbo & Mcwalters, 2011). Highly effective teachers show what it takes to close achievement gaps (Farr, 2011) because effective teachers show that great teaching is leadership. An effective teacher provides good evaluation to ensure quality and promote professional development (Danielson, 2009). Effective teachers use a variety of strategies and a range of methods, and effective teaching must be in service of student learning (Christenbury, 2011). Inspired teachers are teachers who maintain focus on the lesson and know how to manage classroom (Steele, 2011). An effective and collaborative observation experience leads to more successful teaching and learning (Colasacco, 2011).

The productivity of teachers can also be established from their relationship towards each other. It pertains to interpersonal relationships. Visco (2000) described productivity in any organization as a function of a goal-oriented leadership and the ability



to work with and through other people - interpersonal relationships. It is an end which every educator particularly school administrators most strive to attain.

He further added that interpersonal relations are a vital factor of the modern organization because of its influence to productivity. Hence, every worker in the workplace should consider its role. Wholesome interpersonal relations heighten faculty productivity. Visco (2000) also argued that interpersonal relations as that of organized human behavior that deals with developing harmonious work relationships. It is concerned with how individuals react to stimuli and to each other.

Visco (2000) conducted a study to determine the level of interpersonal relations and productivity as perceived by the administrators and faculty members of the Abra School of Arts and Trades. He tried to find out the relationship of the teacher - related factors and faculty productivity and interpersonal relations and faculty productivity.

He used the descriptive-correlational research design. A questionnaire was used to gather data on interpersonal relations and productivity. Data on teacher - related factors were gathered through documentary analysis utilizing the faculty pertinent papers for NBC # 461. Data were treated statistically using the Weighted Mean to measure the level of interpersonal relations and productivity; and the Pearson's Product - Moment Coefficient of Correlation to correlate teacher - related factors and faculty productivity and interpersonal relations and faculty productivity.

The results of his study revealed that the faculty members have a good profile. An interpersonal relation was on very satisfactory level as perceived by the administrators



and faculty members. His study revealed that there is a significant relationship between interpersonal relations and faculty productivity taken singly and as a whole.

Visco (2000) stated that good human relations should be a way of life. All through life harmonious relationship greatly affects individual and group accomplishment. Viewed with optimism, a friendly cooperative atmosphere among administrators and faculty members favorably affect their output.

Leveriza (1993 as cited in Visco 2000) said that organizational structure should simply be the way people in an organization work together. It is of cooperative effort of all concerned.

Conflict Management

Interpersonal conflicts or conflicts experience by teachers must be handled well by school administrators and even the teachers themselves. School administrators should be knowledgeable enough on the different strategies on dealing and managing conflicts.

Educational leaders or school managers together with the active participation of teachers can reduce or minimize conflicts. If these important people in the organization know how to deal and manage conflicts, goal and expected high performance of teachers could be achieved. Mendoza (2001) said that the school managers and teachers should be more aware of the existence of conflict situations in their school and develop a positive concept about conflicts as opportunities for growth and vehicles for attaining goals.

School managers should be knowledgeable enough on how to handle conflicts especially interpersonal conflicts between teachers. It takes time doing this conflict



management but still there are ways that school administrators are working for the benefits of teachers.

Conflict Management can be considered as the process of removing barriers to something for agreement. According to Rahim (2002) defined Conflict Management as a process of limiting negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting. Conflict Management aims to prevent the eruption of destructive conflict; facilitate a move from violent to spoken conflict; enable a transformation from conflict to lasting peace by addressing root causes and effects of conflict (*"Conflict Management" n.d.*).

Orpelatada (2002 as cited in Bahian 2008) defined conflict management as skills of negotiating and resolving disagreement. It is how to handle difficult people and tense situations with diplomacy and tact.

Jocson (2004) conducted a study aimed to determine the predictors of the administrators' success in conflict management in selected elementary and secondary school in the division of Laguna. The responses of 100 school administrators were obtained from the researcher - made questionnaire, designed, pre-tested and refined by the researcher. The study used of the descriptive survey method of research.

His study revealed that the school administrators resolved the conflicts using competition technique based on the mean of 4.51 followed by collaboration with a mean of 4.24, then compromise with a mean of 3.93, accommodation with a mean of 3.87, and avoidance of 3.79. His study also revealed that most of the school administrators



manifested assertive behavioral approach in dealing conflicts based on 3.91 Weighted Mean. His study further revealed that the teachers are moderately satisfied in the way that the school administrators resolve conflicts arising in the school based on 3.49 mean. The researcher recommended that the school administrators may utilize combination of resolution techniques in handling conflicts instead of stressing on competition alone.

Quintos (2005 as cited in Along 2008) conducted a study to determine the conflict handling styles of coordinators in the Basic Education of Adamson University. The faculty members of the Basic Education both in the elementary and in the high school department were the respondents of the study. Faculty members assessed the conflict handling styles of the three coordinators: academic coordinator, activity coordinator, and discipline coordinator. The majority of the respondents in the study were female; married, academically qualified, in their prime years and have been in the service for several years.

The descriptive method was used to determine the conflict handling styles of coordinators in Adamson University. The data were obtained using the standardized questionnaire followed by interviews and statistically treated with Percentage, Frequency, Mean, and ANOVA.

Based on his study, the handling style used by the academic coordinator was collaboration, activity coordinator was avoidance, and the discipline coordinator used avoidance and collaboration. The respondents perceived that the coordinators used different conflict handling styles. The coordinators were more effective in dealing with conflicts comfortably if they used a variety of conflict management styles. The



respondents did not differ in their perceptions on conflict handling styles of their respective area coordinators in terms of age, civil status and length of service; however they did differ in terms of area affiliation.

Flora (2002) conducted a study using a descriptive-correlational method of research to determine the types of conflict management styles and school effectiveness of public elementary school principals in the division of city schools, Manila. The respondents of the study were sixty-nine (69) public elementary school principals in the division of city schools, Manila. The researcher requested one hundred (100) teachers' performance rating sheets to correlate conflict managing styles to the teachers' performance. For the statistical treatment of data, mean, Pearson r , and Spearman's Rho were used.

Her study revealed based on the conflict management styles that correlate significantly with the principals' rank that avoiding style was used always by Principal I group of school managers; accommodating style was always used by the Principal II; compromising styles was always used by Principal III; collaborating style was always used by Principal IV; and competing style was never used by some public elementary school principals. Her study also revealed that based on the conflict management styles that correlate significantly with teachers' performance that avoiding style positively correlate with the satisfactory description equivalent of the teachers performance as reflected in the Performance Appraisal System for Teachers (PAST); accommodating style positively correlated with the teachers who performed very satisfactory as reflected in the PAST; both compromising and collaborating styles correlate positively with the



teachers who performed very satisfactory; and competing style has no correlation to teachers performance of public elementary school teachers.

Martires (n.d) in her study determined different conflict management styles dominant in the Philippine context among managers. The high degree of assertiveness in achieving personal goals and the high degree of cooperativeness about other people's goals are evidenced by the collaborative style used significantly by the managers. These managers aim for win-win situation.

Flora (2002) pointed out that the growing apathy and antagonism in many organizations may be traced to the lack of knowledge and understanding of how to manage conflict Filipino way. To manage conflict effectively, there is a need to understand its dynamics and develop appropriate social technology. There are three underlying factors in conflict: information, perception, and role. He recommended four approaches in managing conflict: avoidance of differences, repressing differences, converting differences into a conflict and making differences creative. Among the four approaches, avoidance of conflicts or differences is employed by most Filipinos. Employees with the same outlook or similar training are hired or promoted. While this approach is effective in having the work done, it does not encourage innovativeness and may hamper objectivity.

Taylor (2010) in her research on Locus of Control is directly related to individual abilities of communication, especially as it pertains to interpersonal conflict. She also states that conflicts should be solution driven which are creative and integrative. They



should be non-confrontational, and they should still maintain control, utilizing non-verbal messages to achieve the outcome.

Bahian (2008) conducted a study to find out the determinants of human resources' conflict management skills at the City of Malabon University. Relevant data and information on the independent variables were obtained from the responses of one hundred (100) respondents to the research instruments which was designed, pre-tested and refined by the researcher. The study employed the descriptive survey method of research. Descriptive statistics was used to define the profile of the respondents. Data on the respondents' age, gender, length of service, and educational attainment were tallied for frequencies and percentages.

Her study revealed that conflict management in terms of interpersonal skills obtained an overall mean of 4.05 interpreted as very satisfactory. The highest indicator obtained a mean of 4.18 and the lowest obtained mean was 3.86 but still very satisfactory. All the ten item indicators of interpersonal skills were rated very satisfactory. The very satisfactory interpersonal skills of human resources indicate a very satisfactory conflict management.

Rahim (2002) noted that there is agreement among management scholars that there is no one best approach to how to make decisions, lead or manage conflict. Some experts argued that problem-solving approach is based on the assumptions that the parties to the conflict are people of worthy motives and goodwill, that agreement is possible, that each party has something valuable to contribute to the process of resolving the conflict and that the final resolution need not ignore basic interests of all side.



Gallus and Stinski (1994 as cited in Flora 2002) formulated the collaborative community/school conflict resolution model. This program profile presents a model for conflict resolution training and process that goes beyond school-based peer mediation programs. The program include a formal process for resolving conflicts between parents, students, staff, school and community; and referral system of trained specialists; and resources which include workshops, curriculum, printed materials and other resources. The program was designed to provide a process for dealing with a variety of conflicts, school discipline, violence and substance abuse. The system promotes a win-win problem solving perspective based on equality and respect.

O’neill (2011) specified the importance of an approach in dealing conflict management called cooperative conflict management that occurs only when individuals see their goals as being positively related, such that goal attainment of one individual enhances the perceived probability that goal attainment will occur for other individuals.

Acuña (2009) in her study on conflict resolution: Philippine style concluded that the idea of ‘negative peace’, absence of violence conflict or war, needs to be complemented by the idea of a ‘positive peace’ which refers to the presence of non-exploitative and just relationships. The latter prevents violent conflict and also points the way towards resolving conflict.

Peterson (2009) argued that knowing how to resolve conflict wherever it happens creates confidence and eases stress. Manage conflict between teachers can improve morale and business as well. She suggested some techniques which could be useful for teachers in managing the classroom and save relationships with co-teachers as well. They



are the following: Be prepared; Do not wait; Find a Private, neutral place; Be aware of body language; Share your feelings; Identify the problem; Listen actively and with compassion; Find a solution together; Agree a plan of action; and Express confidence.

According to Hanson (1996), conflict is managed when it no longer interferes with the ongoing activities of the parties involved. Alper, Tjosvold, & Law (2000) emphasized that properly managed conflict can improve group outcomes. Flora (2002) emphasized that knowing how to manage and cope with conflict is a skill of increasing importance among administrators. However, if conflict is not managed well according to Hotepo (2010) may result in withdrawal of individuals and unwillingness on their part to participate on other group or assist with various group actions programs in an organization.

Holton (1998) argued that conflict management could lead people from stagnation, because of conflict's negative effects to an institution, to a new level effectiveness. In his proposed model he showed that once the conflict is identified and understood, it is necessary to identify possible solutions. Conflict management provides a clear and specific plan of action.

According to Anwar (2012), conflict is caused by human interaction therefore it is necessary to handle conflict in employees for good productivity, financial performance and relationship building. Individuals can get more advantage if they know how to handle conflict in a proper way. It will improve the interaction qualities, organizational performance and group activities in organizations. Individuals can increase their work efficiency if conflicts are properly handled (Tjosvold 1998 as cited in Anwar, 2012).



According to Asgari (2013), an important leader must solve interpersonal conflicts within organizations. He added that if conflict is controlled and handled well, it can improve decision-making quality and innovation in an organization. He further argued that if we know how to deal with conflict, we can control stresses and worries which occur while conflict arises.

Obasan (2011) argued that 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 increase organizational performance.

Meador (2009) suggested that there should be a policy or set of guidelines when conflict happens caused by gossips within faculty/staff so that these leads towards resolution between to parties instead of division. Administrators must discourage gossip to minimize conflict issues within the faculty and do not builds walls between teachers.

Obafemi (2003) suggested some conflict resolutions and management in school administration based on his study conducted. These are the following: Courses in conflict management and human relations should be included in the curriculum for teachers in training as a way of preparing them for conflict management in school administration; Seminars, conferences, and symposium for the management should be organized from time to time; The establishment of Student Representative Council (SRC) in each school and the enlightenment of students on the importance of the SRC will enhance conflict management strategies; The establishment of the Parents/Teachers Association (PTA) in each school will intimate parents with school programs. This has become necessary



because the PTA now serves as important purpose by bridging communication gaps, which can cause conflicts; Evaluation standards should be designed for promotions and awards to deserving personnel to promote job satisfaction for schools personnel; Role definitions to be clearly maintained; Establishment of disciplinary committees to handle disciplinary matters.

Sese (1992 as cited in Flora 2002) described that managing every known conflict and the concomitant remedial skill should be a significant part of the administrators' tasks in order for the organization to prosper. Bahian (2008), stated that the manager must look at the issue, the context of the conflict, and the parties involve. As much as possible diagnose the conflict as good. To manage it effectively, managers should understand the many sources of conflict.

Most behavioral scientists and increasing number of practitioners now accept that the goal of effective management is not to eliminate conflict rather it is to create the right intensity and to reap its functional benefits. To manage conflict effectively is to understand its dynamics and develop appropriate management skills. Cardillo (n.d.) emphasized that conflict can't be avoided, but it can be minimized and resolved. Although avoidance sometimes seems like the easy way out, facing conflict head-on in an appropriate and professional manner will lead to better relationships, a more productive work environment and empowerment. She discussed several strategies for managing interpersonal conflict: Deal with it; Think it through; Talk it out, face to face; Use a mediator if necessary; Apologize when appropriate; Work to minimize conflict; Avoid troublemakers as much as possible. According to Franco (1987 as cited in Flora 2002),



resolving conflicts in the organization is a common problem facing by managers. He cited five ways employed by the Filipino manager to cope with such as situation: Itabi muna ang problema (Set aside the problem). Retreat or withdraw if there is a problem. Do not pay attention; Hinay-hinay lang (Slow pace). Smoothen things try to patch up things slowly; Bigayan (Give and take). This is the act of compromising (utang ng loob); Digmaan (War). Forcing the issue. Open confrontation. The Filipino always uses this as a last resort; Magpakatatag ka (Kept room). This is a confrontation, of a mature, intelligent type. Ideas are openly discussed instead of silent suspicious and backbiting. One takes a position, but one is cool and calm.

Biblical Theology, Culture (2009) accurately described Filipino conflict management styles that Filipinos do not like to argue a lot. This is not much different than the typical situation in the United States in the postmodern age where a conversation that confronts other people's world views would not be approved of. Yet, in some cases Filipinos will argue if they feel dishonored, and it will never end until the person either wins or walks away in shame from what I have heard from word of mouth. I have heard stories of people acting irrational and committing violent acts in order to prove their point. This would be a very extreme situation.

Bahian (2008) intensified that instead of ignoring a conflict one should recognize, face and ultimately manage it. This is to minimize the negative effects and maximize its positive effects. Depending on how conflict management Flora (2002) said that it can contribute significantly to an organizational effectiveness. A conflict can have both positive and negative effects on the organization. It can have a positive effect when it



improves the quality of decisions, stimulates creativity and innovation, provide a medium to which problems can be aired and tensions released, and fosters an environment of self-evaluation & change. On the other hand, its effects can be negative when people feel disgruntled and defeated, when communication is being withheld and distorted, consequently distrust and suspicion develop, and excessive stress inevitably follows. It is there imperative that educational managers should acquire skills that will help them to manage conflict effectively.

Some researchers claimed that conflict has something to do with positive effect between oppose parties. Jocson (2004) conflict can produce constructive outcomes. One of the benefits produced by conflict is that people can be stimulated to search for better approaches that can lead to better results. It energizes them to be more creative and to experiment with new ideas. Another advantage of conflict is that once hidden problems are confronted and solved, the individuals involved become more committed to the outcome because they shared their part in solving it. Panopio (1995 as cited in Along 2008) claims that conflict may help establish unity and cohesion within a group which has been threatened by hostile and antagonistic feelings among the members. In times of conflict, feuding jealousies and petty differences are forgotten.

Mendoza (2001) emphasized that the task of the administrator, more so in terms of intensified global competitiveness, is not to control subordinates but rather to motivate, support and enable teachers to do their best. Part of being an excellent administrator is distinguishing conflicts and handling it properly and appropriately.



Conflicts between teachers could be reduced while improving teachers' performance or productivity in all aspects of teaching. The performance of teachers can be achieved as reflected to the performance of major clientele, the students. Students' Achievement is another indicator of a quality, effective, and productive teachers.

The stress cause by conflicts could be reduced yet increase productivity of teachers. Billikopt (2014) pointed out that we can reduce stress as a result of conflict, resolve challenges and increase productivity through effective dialogue. Such a conversation entails as much listening as talking. While effective two-way exchanges will happen naturally some of the time, for the most part they need to be carefully planned. There may be some pain or at least moving us out of our comfort zones --involved in discussing challenging issues, but the rewards are satisfaction and improved long-term relationships.

Due to the findings from the studies that teachers' effectiveness or productivity is related with students' performance, it is better that management of conflicts is also necessary so that teachers can perform on their best. Conflicts when constructively managed can increase level of teachers' productivity. Lazarus (2014) conducted a study to examine the contribution of different conflict management strategies to employees' productivity in the workplace. He made use of a descriptive research design of survey type. His respondents comprise 240 employees using the random sampling technique. He used an instrument called Conflict Management Strategies and Employees Productivity Questionnaire. This instrument was pre tested for reliability. He found out that there is a significant positive contribution of collective bargaining and negotiation as conflict



management strategies to have a significant contribution to employees' productivity. It only means that these conflict management strategies can enhance employees' productivity.

Hotepo et.al. (2010) conducted a study to investigate the effect of organizational conflict on organizational performance. They investigated the causes, types, reasons, and strategies for managing conflicts in some selected service organizations in Nigeria, which view of coming out with ways of improving the employees performance and productivity. The study made use of descriptive research design and uses questionnaire in selecting data. The research studied strategies for managing organizational conflicts to improve organizational performance and productivity. The sample selected in the study consisted of 120 managers from difference companies in Metropolis. The study revealed the effects of conflicts whether positive and negative effects in an organization. This reflects that if conflicts are not resolved properly might affect the organization adversely in terms of poor performance, lack of cooperation, wasting of resources and even productivity. They concluded that though conflicts are often viewed as negative, it is capable of increasing organizational innovativeness and productivity, thereby improving organizational performance. They recommended that proper communication procedures should be put in place to resolve conflict. For instance, when any disagreements arise among employees, it should be reported to the management and then management should get statements from the parties involved, brainstorm the issue and make recommendation on how to resolve the conflict.



Obasan (2011) conducted an evaluative study on the impact of conflict management on corporate productivity. He made use of a descriptive survey design employed to 50 personnel selected using a total enumeration sampling technique from the population of First Banks of Nigeria. His study revealed that the managers prefer the compromise, problem solving and dominating strategies. The results 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.

When conflicts are actively managed by school administrators with the participation of teachers, it results to teachers' productivity. According to Schemerhorn (1984 as cited in Visco 2000), improved productivity stems from primary resources: managerial skills and interpersonal relations. Through this, teachers and school administrators should design, create, and implement a program pertaining to conflict management so that not only to lessen or reduce conflicts between teachers but also improve their productivity. Adomi EE et.al (2005 as cited in Hotepo et.al., 2010) recommend that efforts should be made by the management to organize seminars and workshops on conflict management from time to time for the employees. This will enable employees learn about conflict and how it can be effectively managed for individual and organization effectiveness.

Though school administrators are doing their part to reduce conflicts between teachers and to improve their level of productivity, teachers are also expected to participate in the conflict management. In the study of Ajayi & Afolabi (2012), they



investigated the relationship between teachers' participation in school management and their productivity in South West Nigerian Secondary Schools. The study is significant because it would assist policy makers, school administrators, teachers and parents on how the productivity of secondary school teachers could be improved through participatory management. Through the study, the reading community will be able to ascertain the extent to which secondary school teachers participate in school management and their level of productivity. The descriptive research design of the survey was used. The population consisted of all teachers and 100 principals in the public schools in South West Nigeria. The sample comprised of 1000 teachers and 100 principals from 100 selected secondary schools from South West Nigeria. Multi stage, simple and purposive sampling techniques were used to select the sample for the study. There were two structured instruments used by the researchers: Participatory Management Questionnaire and Teachers' Productivity Questionnaire to collect the data for the study. The data were statistically treated and analyzed by the use of frequency counts, percentage scores, multiple regression, and Pearson product moment correlation.

Their study revealed that there was significant relationship between teachers' productivity was significantly related to teachers' participation in school management and their productivity. It was also revealed that teachers' productivity was significantly related to teachers' participation in school finance; conflict resolution, planning and maintenance of school plant; examination matter; disciplinary matter; formulation of policy, scheme of work, and time table. Based on the findings, they recommended that principals of secondary schools should ensure that teachers are allowed to actively



participate in all aspects of school management to enhance higher productivity. The findings are similar to the study of Zabih, Atefi, & Moayedi (2011) found that participatory management increases productivity.

Adeyemi (2011) in his study emphasized that in a certain situations people need to be forced to work in order to enhance better productivity. His finding was consistent with the finding in previous studies made by Okeneyi (1995).

According to Giddens (1990 as cited in Ajayi & Afolabi 2012), involvement and participation of teachers in the management of their school is likely to enhance their productivity. Participation of teachers in school management is expected to play a major role in the job performance of teachers thus depends to a reasonable extent on the level of their involvement in the management of their schools in area of school finance, conflict resolution, planning and maintenance of school plant, examination matters, disciplinary matters, policy formulation and implementation, formulation of scheme of work and time table. Ayodele (2000 as cited in Salitu, et.al. 2012) has argued that that no matter how efficient and effective an administration is, he hardly achieve success without the support and co-operation of well-qualified and dedicated staff. Davis (1972 as cited in De La Rosa 1995) added that productivity is positively associated with openness in communication between superior and subordinate.

Flora (2002) recommended that in order to upgrade the level of conflict management styles of school principals, a well-planned training program on this area should be organized by the respective administration. To further enhance conflict management styles, a continuing in-service training program should be conducted.



Armstrong (1984 as cited in Arrobang 2000) explained the objective of a productivity improvement program. According to him, such a program should aim to achieve a significant change for the better in the relationship between outputs and inputs.

He noted that the program for improving productivity must be run by top management. Improved productivity stems from four primary resources: managerial skills, human efforts, interpersonal relations, and technology. The productivity of an individual depends in the workers' job performance and resource utilized. They further revealed that productivity is of central importance in any organizations.

Productivity of teachers is very important in an institution or school environment. Through this, the goals of the school are easily attained through the joint effort of all people inside an organization. A school administrator plays a big part of it. This is why they should always consider that skills and abilities, professional growth, of every teacher will contribute to big effect in teachers' productivity. A Conflict Management Program is necessary to reduce conflicts between teachers and then improve the level of their productivity. Lazarus (2014) recommended the following out of his study: Organizations even private or public, small or big, should formulate and execute policies, programs, rules and actions that are legal and employees' based; Conflict in whatever level should not be ignored but should be effectively managed for better employees' productivity in the workplace; Workers at all level should be trained and given the right behavioral orientation as to reduce the occurrence of conflict at workplace; There is a need for training and retraining of managers on how to effectively manage the conflict to enhance employees' productivity. Garrett & Poole (2005 as cited in Ajayi & Afolabi 2012)



suggested the need to enhance the professional competence of the teachers through seminars.

Debruyne (2001) on his study suggested that administrators who implement strategies should design and create a healthy and sound school culture that can reduce stress levels for teachers and positively impact morale and job satisfaction ultimately improving teachers' performance.

Synthesis of Related Literatures and Studies

The literature and studies stated in this study showed parallelism in terms of the perceived conflicts between teachers inside the school environment and their level of productivity. The articles, journals, books, and research works cited presents situations that conflicts may arise, its effects to the performance of teachers or productivity. Furthermore, literature and studies cited gave some concepts on how to reduce the effects of conflicts through a conflict management program. Many approaches of conflict management were discussed and to name some of the approaches, conflicts can be managed or handled in terms of intervention such as trainings and seminars for teachers as well as for the school heads and administrators who are vital factors in the existence of conflicts in the academe.

The current study is anchored on the idea that conflict management have an adverse effect or significant effect on the productivity of teachers. It is quite alarming that the low performance of students are affected by the performance of teachers yet conflicts between teachers are set aside and believe that does not affect teachers' performance.



Through the results of this study, the proposed conflict management program would be the first step in implementing plan of actions or activities for teachers in handling conflicts between and among them.

Nowadays, effective conflict management is necessary for teachers since they are directly involved in the welfare of the students. Naturally, teachers deal with other teachers. This is interpersonal relations. Interpersonal relation is one of the resources for improved productivity and the productivity of an individual depends in the workers' job performance according to Visco. He also added that productivity in any organization as a function of a goal-oriented leadership and ability to work with and through other people. In the study of Famade, as cited in Salitu et.al., quality of teachers is an essential indicator in the measurement of productivity in the school system. This is similar to the study of Garrett & Poole as cited in Ajayi & Afolabi that the success of the school system in achieving its goals and objectives depends on the efficiency and effectiveness of teachers.

Not only the school administrators and school heads are much involve in conflict management. Specifically, teachers must play important role to it. It must be participatory of all stakeholders in the academe. Though conflict cannot be abolished, it can only be reduced or lessened through a good conflict management. In the study of Hanson and Wynn, they argued that conflict is managed when it no longer interferes with the ongoing activities of the parties involved Managing conflict is not to eliminate but to minimize its destructive impact and make it a positive force in an organization. Bahian argued also that one should recognize, face, and manage conflict to minimize the negative effects and



maximizes its positive effects. Involvement of participation of teachers in the management of their school is likely to enhance their productivity is true with the study of Giddens, Ajayi & Afolabi. Conflict, when intelligently manage to the advantage of the school, heightens faculty productivity according to Visco. He further added according to his study that there is a significant relationship between interpersonal relations and faculty productivity taken singly and as a whole. The current study also aimed to find out the relationship of perceived conflicts to the productivity of teachers.

The results and findings of this current study may be anchored on conflict management program in achieving the objectives of this study. It is necessary and could be of help to reduce the interpersonal conflicts between teachers and to improve the level of their productivity. In the study of Flora, she recommended that a well-planned training program could be done to further enhance conflict management styles such as conducting continuing in-service training program. This is also similar to the study of Lazarus conflict management strategies could have a great effect in the employees' productivity. This only means that conflict management strategies could enhance employees' productivity.



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method of research including research design, respondents of the study, research procedure, method/s used in gathering data and statistical treatment in analyzing the data.

Research Design

This study used the descriptive - correlational method of research study. The Descriptive method was utilized to determine the conflicts between teachers inside the school environment as perceived by teachers, how teachers handle or manage conflicts between and among them and also the level of productivity of teachers. The correlational method was then utilized to determine if there is a relationship between perceived conflicts between teachers and their level of productivity (O – Outstanding; VS – Very Satisfactory; S – Satisfactory; P – Poor; NI – Needs Improvement) in terms of Lesson Planning & Instruction; Classroom Management; Assessment of Students' Learning; Learners' Achievement; School, Home, and Community Relations; Relationship with the Administration; and Professional and Personal Characteristics.

At the end of the study, a Conflict Management Program for Teachers (CMPT) was developed as a framework and could help to reduce or lessen the effects of conflicts between and among teachers supported with or based on the results and findings of this current study.

**Participants of the Study**

The population of this study comprises of teachers in the selected secondary schools in the division of Quezon City. Purposively, the researcher considers all of the districts in Quezon City. The participating schools were drawn using the 30% allowed sample and selected using the simple random sampling. In this case, the researcher considered twelve (12) schools as participating schools. The researcher also employed or used the simple random sampling when it comes to the selection of teachers from twelve (12) selected secondary schools as samples. The researcher has drawn 30 % of the population of teachers in each of the two (2) schools.

Table 1. Teacher respondents drawn as samples from each of the two schools per district

School/District	Teachers Population per school	30 % of teachers drawn per school as respondents	Actual number of teachers as respondents
A	116	35	24
B	94	28	19
C	273	82	43
D	164	49	31
E	79	24	20
F	118	35	19
G	123	40	31
H	189	58	27
I	202	61	42
J	194	58	41
K	118	35	34



L	103	31	21
TOTAL	1773	532	352 66.17%

The researcher did not retrieve all the survey instruments from the respondents due to the reasons that some of the respondents lost the survey questionnaires, some are not available during the retrieval period, and some did not yet finish completing the survey questionnaires. Table shows that only 352 survey instruments were retrieved from the schools out of 532 survey instruments that were given in the schools. It is equivalent to 66.17% only.

The teacher respondents were determined after seeking the permission from the Division Office of Quezon City to have lists of teachers in each school that will be part of the study.

Ethics in Research

All data gathered in this study are strictly kept with confidentiality. The responses of the respondents are handled with care and making sure that are kept and not to affect their personalities. The data are only use solely and intended for this study. The findings and results do not reflect on their status in terms of their work positions. The findings of this study are also accessible to other researchers in the future. Furthermore, the validation of the instrument by the experts is also kept strictly for confidentiality.



Research Instruments used

The study used varied survey questionnaires which were printed to gather the necessary data. The questionnaires used were: first is teachers' perception on conflicts between teachers inside the school environment with respect to Lesson Planning & Instruction; Classroom Management; Assessment of Students' Learning; Learners' Achievement; School, Home, and Community Relations; and Professional and Personal Characteristics and second is how teachers handle or settle their conflicts between and among them with respect to the areas given. The first survey questionnaire used the 4-point scale pertaining to the degree of agreement/disagreement whereas the second survey questionnaire is in form of multiple responses. Both of the questionnaires developed were based on the pre-survey given to thirty (30) selected secondary teachers where the researcher is currently teaching. The questions were open-ended. The responses were made into indicators of conflict situations and how teachers handle or manage conflicts between and among them. The level of productivity (O – Outstanding; VS – Very Satisfactory; S – Satisfactory; P – Poor; NI – Needs Improvement) of teachers was also considered and based on Performance Appraisal System for Teachers (PAST). The teachers' records of their PAST were used also as an instrument needed in this study. The rating scale for the PAST is given below:

8.6 – 10.00	Outstanding
6.6 – 8.59	Very Satisfactory
4.6 – 6.59	Satisfactory
2.6 – 4.59	Unsatisfactory



2.59 and below Poor

The self-developed questionnaires as instruments in gathering the necessary data were criticized and validated by five (5) experts. The experts are composed of graduate school dean, college of education dean, associate dean and professor, principal, and educational management graduate.

The results of the validated instruments were summarized below:

In the first part of the survey questionnaire, there are some items or indicators that are acceptable/applicable but most of the indicators are fully acceptable. The survey questionnaire is valid.

PART I

Table 2. Summary of the Validated Instrument Part I

Conflict Situations	Average	Remarks
A. Negative comments on inability of other teachers to submit updated and complete lesson plans	2.6	Fully Acceptable/ Applicable
B. Comparing the quality of prepared lesson plans	2.8	Fully Acceptable/ Applicable
C. Throwing negative comments on one's lesson plans	2.4	Acceptable/Applicable
D. Critiquing of one's instructional methods	2.4	Acceptable/Applicable
E. Disregard the effort of others towards instruction	2.6	Fully Acceptable/ Applicable
F. Not satisfied with other teachers' teaching strategies	2.4	Acceptable/Applicable
G. Negative comments on lack of instructional materials or even laboratory rooms	3.0	Fully Acceptable/ Applicable
H. Difficulty to listen when other teachers are giving suggestions on instructions	2.8	Fully Acceptable/ Applicable
I. Negative feedbacks on having 2 to 3 preparations of lessons and instructions	2.8	Fully Acceptable/ Applicable
J. Disagreements in the pattern of lesson plan	2.6	Fully Acceptable/ Applicable
K. Borrowing of reference materials	2.8	Fully Acceptable/ Applicable
L. Difficulty for a subject teacher to execute the prepared lessons/instructions	2.8	Fully Acceptable/ Applicable
M. Comparing number of teaching loads	2.8	Fully Acceptable/ Applicable



N. Misunderstandings about the schedule in using laboratory rooms or computer rooms	2.8	Fully Acceptable/ Applicable
O. Critiquing teachers because of poor instruction and prepared lesson plans	2.6	Fully Acceptable/ Applicable
A. Difficulty in following proper class time schedule	2.6	Fully Acceptable/ Applicable
B. Reprimand other teachers because of not erased writings on the board	2.6	Fully Acceptable/ Applicable
C. Blaming other teachers for damaged equipment inside the classroom	2.4	Acceptable/ Applicable
D. Critiquing inability of other teachers to impose discipline in terms of cleanliness inside the classroom	2.6	Fully Acceptable/ Applicable
E. Throwing negative remarks to other teachers on insensitivity to noise created by the students which affect near classrooms	2.6	Fully Acceptable/ Applicable
F. Comparing cleanliness of the classroom by teachers on shared classes	2.6	Fully Acceptable/ Applicable
G. Negative remarks on improper coordination in terms of excusing students	2.6	Fully Acceptable/ Applicable
H. Disagreements in terms of seating arrangements in different subject areas	2.4	Acceptable/ Applicable
I. Reprimand other teachers on inability to monitor students' attendance	2.8	Fully Acceptable/ Applicable
J. Differences/disagreements in the set classroom policies by teachers on shared classroom	2.6	Fully Acceptable/ Applicable
K. Critiquing other teachers on inconsistency in the implementation of set rules and policies inside the classroom	2.4	Acceptable/ Applicable
L. Seniority of other teachers/age gap in critiquing other teachers in terms of classroom management	2.6	Fully Acceptable/ Applicable
A. Critiquing other teachers due to lack of initiative in giving tests to students	2.4	Acceptable/ Applicable
B. Misinterpretation or misunderstanding of one's information regarding the assessments on diverse learners	2.6	Fully Acceptable/ Applicable
C. Comparing good assessment tools for students	2.2	Acceptable/Applicable
D. Throwing negative remarks on mismatch and unrelated and expensive projects to subject matter	2.4	Acceptable/Applicable
E. Critiquing teachers because of giving lots of assignments to students	2.6	Fully Acceptable/ Applicable
F. Disagreements on the answer for the given item in centralized assessments such as periodical tests	2.6	Fully Acceptable/ Applicable
G. Some teachers are much dependent on self-made assessments from other teachers	2.6	Fully Acceptable/ Applicable
H. Negative feedbacks to teachers due to question of comprehension among students in terms of English as medium in giving assessments which affects other subjects which are in the same medium	2.8	Fully Acceptable/ Applicable
I. Confront other teachers because the students are working on their assignments not related to subject area	3.0	Fully Acceptable/ Applicable
J. Differences in set standards in giving assessments	2.8	Fully Acceptable/ Applicable
K. Comparing format of creating summative tests in K-12 design	2.4	Acceptable/Applicable
A. Negative feedbacks to teachers due to inability to secure the confidentiality of students' grades	2.6	Fully Acceptable/ Applicable
B. Disagreement in terms of decision-making when it comes to		Fully Acceptable/



students' grades	2.6	Applicable
C. Sacrificing good relationships/friendships just for a single decision in terms of promoting students	2.8	Fully Acceptable/ Applicable
D. Differences in terms of insights or opinions whether the students should be passed or failed	2.8	Fully Acceptable/ Applicable
E. Blaming other teachers because of low performance of students	2.6	Fully Acceptable/ Applicable
F. Confront teachers due to inability to follow-up students who are at risk of failing	2.6	Fully Acceptable/ Applicable
G. Different views on the way of giving grades based on the present curriculum	2.4	Acceptable/ Applicable
H. Reveal and throwing negative feedbacks to teachers who don't have class records as bases of grading	2.6	Fully Acceptable/ Applicable
I. Critiquing unsupportive teachers towards extra-curricular activities of students	2.8	Fully Acceptable/ Applicable
J. Favoritism or subjective view of giving grades by some teachers	2.6	Fully Acceptable/ Applicable
K. Negative feedbacks of teachers on the practice of mass promotions for students even standards are at risk	2.8	Fully Acceptable/ Applicable
L. Disagreement in giving grades specifically to honor students	2.6	Fully Acceptable/ Applicable
A. Negative feedbacks to teachers who failed to communicate properly with parents	2.8	Fully Acceptable/ Applicable
B. Disagreements due to engagement in an assigned activity not suited to interests and needs	2.8	Fully Acceptable/ Applicable
C. Differences in views or opinions on the right solution for a problem of parents inactive participation	2.4	Acceptable/ Applicable
D. Critiquing inactive participation of teachers towards school and community activities	2.4	Acceptable/ Applicable
E. Negative comments/criticisms of teachers in planned activities	2.4	Acceptable/ Applicable
F. Negative remarks due to inability of teachers to encourage involvement of 3parents in school programs	2.8	Fully Acceptable/ Applicable
G. Spreads of gossips from teachers to parents towards other teachers	2.4	Acceptable/ Applicable
H. Disagreements on the action of subject teachers to call the attention of parents w/o informing the class advisers	2.6	Fully Acceptable/ Applicable
I. Not informing other teachers towards line up activities	2.4	Acceptable/ Applicable
A. Have a feeling that other teachers could be a big threat in promotions	2.0	Acceptable/ Applicable
B. Have a feeling of jealousies in terms of scholarships given	2.0	Acceptable/ Applicable
C. Expressing negative comments to teachers due to absences or tardiness	2.6	Fully Acceptable/ Applicable
D. Talking on teachers life during free time	2.2	Acceptable/Applicable
E. Difficulty or lack of other teachers in showing respect	2.8	Fully Acceptable/ Applicable
F. Bullying teachers in any type of events/situations	2.4	Acceptable/Applicable
G. Have a strong believe for himself or overconfident	2.2	Acceptable/Applicable
H. Silent suspicious towards others	2.0	Acceptable/Applicable



I. Too much emotions of teachers due to differences in views or opinions	2.0	Acceptable/Applicable
J. Bringing other problems in an existing situation	2.0	Acceptable/Applicable
K. Vying for promotions in terms of seniority and long years of service	2.4	Acceptable/ Applicable
L. Negative feedbacks to teachers by Questioning the their worth in attending seminars and leaderships in activities implemented	2.4	Acceptable/Applicable
M. Degrading the ideas or suggestions of teachers due to seniority, position, and highest educational attainment	2.2	Acceptable/Applicable
N. Critiquing the practice of 'bribery' in implementing school activities	2.6	Fully Acceptable/ Applicable
O. Spreading gossips about the bad attitude of teachers	2.0	Acceptable/Applicable
P. Negative feedbacks on the way of clothing/dressing of other teachers	2.4	Acceptable/Applicable
Q. Expressing negative comments due to jealous on teachers who pass school documents on time	2.0	Acceptable/Applicable

In the second part of survey questionnaire, almost all of the items are fully acceptable/applicable. The survey questionnaire is valid.

PART II

Table 2. Summary of the Validated Instrument Part II

Conflict Situations	Average	Remarks
A. Refuse to deal with the conflict with other teachers	3.0	Fully Acceptable/ Applicable
B. Avoid talking with the other teachers with regards to the conflict	2.6	Fully Acceptable/ Applicable
C. Deny that there is conflict arise from misunderstanding	3.0	Fully Acceptable/ Applicable
D. Initiate to call the attention of Faculty Club President to resolve the conflict	3.0	Fully Acceptable/ Applicable
E. Withdraw just to resolve the conflict with the other teachers and no activity will compromise	3.0	Fully Acceptable/ Applicable
F. Show a pleasing personality to talk about the conflict	3.0	Fully Acceptable/ Applicable
G. Show dominance over the other towards the resolution of conflict	3.0	Fully Acceptable/ Applicable
H. Confront the teacher concerned directly about the conflict	2.8	Fully Acceptable/ Applicable
I. Negotiate with the teacher concerned and suggest something for agreement	3.0	Fully Acceptable/ Applicable
J. Tell other teachers about the conflict with the teacher concerned	3.0	Fully Acceptable/ Applicable
K. Call the attention of the school head/admin staff about the conflict with the other teacher/s	2.8	Fully Acceptable/ Applicable
L. Go first and talk to the teacher concerned about the conflict with humility	3.0	Fully Acceptable/ Applicable
K. Let the School head/Faculty Club Officers find		Fully Acceptable/



solutions about the conflict between teachers	2.8	Applicable
N. Never show respect to the teacher concerned about the conflict	3.0	Fully Acceptable/ Applicable
O. Retreat from the advice of others when it comes to the solution about the conflict with the teacher	3.0	Fully Acceptable/ Applicable
P. Avoid to participate in any activity that the teacher concerned about the conflict is involve so that the conflict will not happen again	3.0	Fully Acceptable/ Applicable

Research Procedure

The study had two phases: Phase 1 is Documentary Analysis; and Phase 2 is the Development of Conflict Management Program.

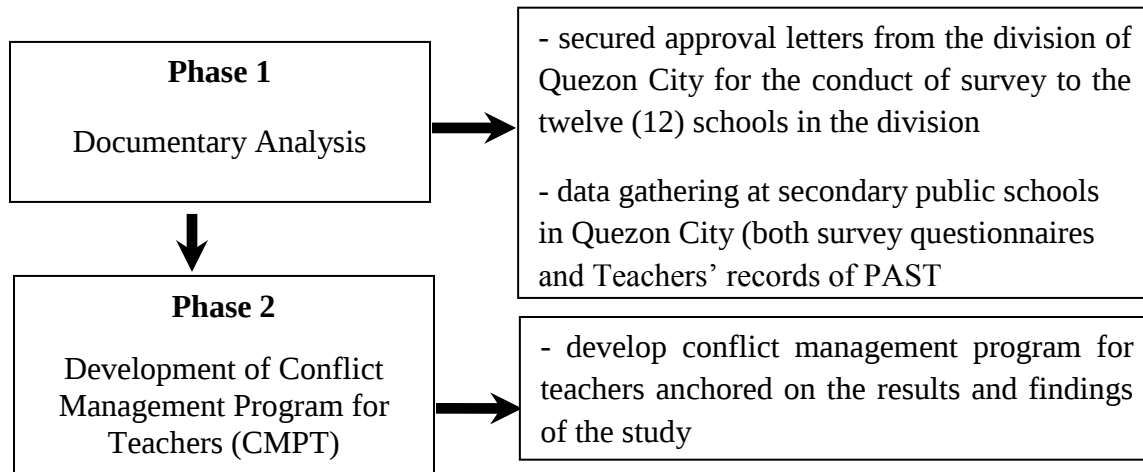


Figure 2. Research Procedure

The researcher secured an approval letter to the schools' division superintendent of the division of Quezon City in conducting a survey pertaining to the giving questionnaires to the teacher respondents from twelve (12) selected secondary schools in Quezon City considering all of the six districts in Quezon City with two (2) participating schools per district that were selected using the simple random sampling and allowing the researcher to gather data on the level of productivity (O – Outstanding; VS – Very Satisfactory; S – Satisfactory; P – Poor; NI – Needs Improvement) of teachers based on



the records of their PAST for S.Y. 2014 - 2015. The level of productivity has corresponding numeric key for descriptive rating (*see appendix C*). While waiting for the approval of the request letter for conducting a survey to the selected schools in the division of Quezon City, the researcher followed-up the self-developed questionnaires criticized and validated by the experts. After the approval of the letter and validation of the questionnaire, the researcher proceeds to the selected public secondary schools in the division of Quezon City and conducted a survey to the teacher respondents who are selected through the simple random sampling. The questionnaires were disseminated personally to the teacher respondents and also through the help of department heads and secretaries of principals in some schools. The researcher got permission from the principals to have data on the records pertaining to the Performance Appraisal for Teachers (PAST) of teacher respondents. The researcher manually wrote items or scores of each teacher respondents since individual PAST does not have over-all rating. The PAST of each teacher is valid due to the affixed signatures of both the department heads and school principals for school year 2014-2015. Some of the respondents that were drawn were not available during that day, therefore the researcher considered other teachers as respondents/replacement. The set of questionnaires was retrieved differently in terms of duration of days after giving the questionnaires. Some questionnaires were retrieved after one week but some were retrieved after two to three weeks through personal retrieval by school specifically directly with the department heads or through the clerk in some schools. It was a hard work since other schools did not meet the date of retrieval due to different circumstances such school activities and the like. The researcher



gave something to the respondents as sort of appreciation for their active participation, effort and valuable support.

Data Analysis

The gathered data were tallied and tabulated based on the items checked by the respondents. The degree of agreement/disagreement of every item in terms of perceived conflicts between teachers, which the teachers' respondents were checked and were also counted. The intervals and verbal descriptions used were the following:

3.10 – 4.00	Strongly Agree (SA)
2.10 – 3.09	Agree (A)
1.10 – 2.09	Disagree (D)
1.09 and Below	Strongly Disagree (SD)

The mean was computed to determine the most perceived conflicts between teachers as perceived by teachers based on the six areas. In terms of the data gathered in the survey questionnaire for part II, only the frequencies are computed to find out the actions of teachers in handling conflicts between and among them on the given six areas. The mean was also computed to determine the level of productivity (O – Outstanding; VS – Very Satisfactory; S – Satisfactory; P – Poor; NI – Needs Improvement) of teachers based from data of the PAST with respect to the following areas: Lesson Planning & Instruction; Classroom Management; Assessment of Students' Learning; Learners' Achievement; School, Home, and Community Relations; and Professional and Personal Characteristics.



The necessary data were statistically treated and analyzed by the use of mean, Pearson r , critical values of the correlation coefficient or p -value to determine if there is a significant relationship between perceived conflicts between teachers as perceived by teachers and level of productivity of teachers. Interpretation for correlation ranges is given below:

0	No correlation
+ or – 0.01 to + or - 0.20	Slight correlation, almost negligible relationship
+ or – 0.21 to + or - 0.40	Slight correlation, definite but small relationship
+ or – 0.41 to + or - 0.70	Moderate correlation, substantial relationship
+ or – 0.71 to + or - 0.90	High correlation, marked relationship
+ or – 0.91 to + or - 0.99	Very high correlation, very dependable relationship
+ or – 1.00	Perfect correlation



CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data gathered from the respondents using the survey questionnaire and results of their PAST for S.Y. 2014 – 2016 to answer specific questions stated in Chapter I.

Problem #1: How do the teachers' respondents perceive their conflicts in school in terms of the following:

a. Lesson Planning and Instruction?

Table 1.a shows the means, interpretations, and ranks of the indicators of conflicts perceived by teachers in the area of Lesson Planning and Instruction (LPI). The item K which refers to '*Borrowing of reference materials*' as conflict situation ranked first with a mean of 2.62 while item M which is about '*Comparing number of teaching loads*' ranked second with a mean of 2.53. This is the same with the study of Pornasdoro (1991) about work load as one of the variables that was significantly related to individual productivity. Item B which refers to '*Comparing the quality of prepared lesson plans*' with a mean of 2.38 ranked third followed by items G and I which refers to '*Negative comments on lack of instructional materials or even laboratory rooms*' and '*Negative feedbacks on having 2 to 3 preparations of lessons and instructions*' respectively have the same mean of 3.5. The teachers agree that these conflicts arise and occur between them.



Table 1.a Means, Interpretations, and Ranks of Perception of Teachers on Conflicts in items for the area of Lesson Planning and Instruction (LPI)

INDICATORS	MEAN	INTERPRETATION	RANK
A. Negative comments on inability of other teachers to submit updated and complete lesson plans	2.32	Agree	6
B. Comparing the quality of prepared lesson plans	2.38	Agree	3
C. Throwing negative comments on one's lesson plans	1.10	Disagree	15
D. Critiquing of one's instructional methods	2.17	Agree	10
E. Disregard the effort of others towards instruction	1.96	Disagree	14
F. Not satisfied with other teachers' teaching strategies	2.09	Disagree	12.5
G. Negative comments on lack of instructional materials or even laboratory rooms	2.35	Agree	4.5
H. Difficulty to listen when other teachers are giving suggestions on instructions	2.21	Agree	8
I. Negative feedbacks on having 2 to 3 preparations of lessons and instructions	2.35	Agree	4.5
J. Disagreements in the pattern of lesson plan	2.25	Agree	7
K. Borrowing of reference materials	2.62	Agree	1
L. Difficulty for a subject teacher to execute the prepared lessons/instructions	2.20	Agree	9
M. Comparing number of teaching loads	2.53	Agree	2
N. Misunderstandings about the schedule in using laboratory rooms or computer rooms	2.09	Disagree	12.5
O. Critiquing teachers because of poor instruction and prepared lesson plans	2.10	Agree	11

**b. Classroom Management?**

Table 1.b shows the means, interpretations, and ranks of the indicators of conflicts perceived by teachers in the area of Classroom Management (CM). Item B pertains to *'Reprimand other teachers because of not erased writings on the board'* ranked first with a mean of 2.29 followed by item L which refers to *'Seniority of other teachers/age gap in critiquing other teachers in terms of classroom management'* with a mean of 2.28 while items A, D, and I which refer to *'Difficulty in following proper class time schedule'*; *'Critiquing inability of other teachers to impose discipline in terms of cleanliness inside the classroom'*; *'Reprimand other teachers on inability to monitor students' attendance'* respectively ranked fourth with a mean of 2.25. The teachers again agree that these conflicts arise or occur between them.

Table 1.b Means, Interpretations, and Ranks of Perception of Teachers on Conflicts in items for the area of Classroom Management (CM)

INDICATORS	MEAN	INTERPRETATION	RANK
A. Difficulty in following proper class time schedule	2.25	Agree	4
B. Reprimand other teachers because of not erased writings on the board	2.29	Agree	1
C. Blaming other teachers for damaged equipment inside the classroom	2.03	Disagree	12
D. Critiquing inability of other teachers to impose discipline in terms of cleanliness inside the classroom	2.25	Agree	4
E. Throwing negative remarks to other teachers on insensitivity to noise created by the students which affect near classrooms	2.11	Agree	9.5



F. Comparing cleanliness of the classroom by teachers on shared classes	2.09	Disagree	11
G. Negative remarks on improper coordination in terms of excusing students	2.19	Agree	6
H. Disagreements in terms of seating arrangements in different subject areas	2.18	Agree	7
I. Reprimand other teachers on inability to monitor students' attendance	2.11	Agree	9.5
J. Differences/disagreements in the set classroom policies by teachers on shared classroom	2.25	Agree	4
K. Critiquing other teachers on inconsistency in the implementation of set rules and policies inside the classroom	2.17	Agree	8
L. Seniority of other teachers/age gap in critiquing other teachers in terms of classroom management	2.28	Agree	2

c. Assessment of Students' Learning?

Table 1.c shows the means, interpretations, and ranks of the indicators of conflicts perceived by teachers in the area of Assessment of Students' Learning (ASL). Item C which refers to *'Comparing good assessment tools for students'* with a mean of 2.49 ranked first. Item K which refers to *'Comparing format of creating summative tests in K-12 design'* ranked second with a mean of 2.41. Item J which pertains to *'Differences in set standards in giving assessments'* ranked third with a mean of 2.31. Item G which refers to *'Some teachers are much dependent on self-made assessments from other teachers'* with a mean of 2.27 ranked fourth. Lastly, item F which refers to *'Disagreements on the answer for the given item in centralized assessments such as periodical tests'* ranked fifth with a mean of 2.25. The teachers also agree in this area that these conflicts arise and occur between and among them.



Table 1.c Means, Interpretations, and Ranks of Perception of Teachers on Conflicts in items for the area of Assessment of Students' Learning (ASL)

INDICATORS	MEAN	INTERPRETATION	RANK
A. Critiquing other teachers due to lack of initiative in giving tests to students	2.03	Disagree	11
B. Misinterpretation or misunderstanding of one's information regarding the assessments on diverse learners	2.17	Agree	9
C. Comparing good assessment tools for students	2.49	Agree	1
D. Throwing negative remarks on mismatch and unrelated and expensive projects to subject matter	2.19	Agree	7
E. Critiquing teachers because of giving lots of assignments to students	2.18	Agree	8
F. Disagreements on the answer for the given item in centralized assessments such as periodical tests	2.25	Agree	5
G. Some teachers are much dependent on self-made assessments from other teachers	2.27	Agree	4
H. Negative feedbacks to teachers due to question of comprehension among students in terms of English as medium in giving assessments which affects other subjects which are in the same medium	2.23	Agree	6
I. Confront other teachers because the students are working on their assignments not related to subject area	2.13	Agree	10
J. Differences in set standards in giving assessments	2.31	Agree	3
K. Comparing format of creating summative tests in K-12 design	2.41	Agree	2



d. Learners' Achievement?

Table 1.d shows the means, interpretations, and ranks of the indicators of the conflicts perceived by teachers in the area of Learners' Achievement (LA). Item D ranked first which refers to *'Differences in terms of insights or opinions whether the students should be passed or failed'* with a mean of 2.55. This is consistent according to Andres (1983) that when two persons perceived differently the same things, each will interpret the information in a somewhat different manner. The role that one has to play according to his position or status may put certain constraints on him that may lead to conflict situations. Item G which refers to *'Different views on the way of giving grades based on the present curriculum'* ranked second having a mean of 2.45. Item A which refers to *'Negative feedbacks to teachers due to inability to secure the confidentiality of students' grades'* ranked third having a mean of 2.32. This is the same as the findings in the study of Asoy (1996) that expressing always negative comments to others can be one of the most encountered conflicts on interpersonal relationships. Item J which pertains to *'Favoritism or subjective view of giving grades by some teachers'* ranked fourth having a mean of 2.29 and lastly, items I and L which refer to *'Critiquing unsupportive teachers towards extra-curricular activities of students'* and *'Disagreement in giving grades specifically to honor students'* respectively got the same mean of 2.26. The teachers also agree that these conflicts arise and occur between and among them inside the school setting.



Table 1.d Means, Interpretations, and Ranks of Perception of Teachers on Conflicts in items for the area of Learners' Achievement (LA)

INDICATORS	MEAN	INTERPRETATION	RANK
A. Negative feedbacks to teachers due to inability to secure the confidentiality of students' grades	2.32	Agree	3
B. Disagreement in terms of decision-making when it comes to students' grades	2.25	Agree	7.5
C. Sacrificing good relationships/friendships just for a single decision in terms of promoting students	2.20	Agree	10
D. Differences in terms of insights or opinions whether the students should be passed or failed	2.55	Agree	1
E. Blaming other teachers because of low performance of students	2.00	Disagree	11
F. Confront teachers due to inability to follow-up students who are at risk of failing	2.25	Agree	7.5
G. Different views on the way of giving grades based on the present curriculum	2.45	Agree	2
H. Reveal and throwing negative feedbacks to teachers who don't have class records as bases of grading	2.22	Agree	9
I. Critiquing unsupportive teachers towards extra-curricular activities of students	2.26	Agree	5.5
J. Favoritism or subjective view of giving grades by some teachers	2.29	Agree	4
K. Negative feedbacks of teachers on the practice of mass promotions for students even standards are at risk	2.18	Agree	12
L. Disagreement in giving grades specifically to honor students	2.26	Agree	5.5



e. School, Home, and Community Relations?

Table 1.e shows the means, interpretations, and ranks of the indicators of the conflicts perceived by teachers in the area of School, Home, and Community Relations (SHCR). Item C which is about the *'Differences in views or opinions on the right solution for a problem of parents' inactive participation'* ranked first with a mean of 2.52. In the second rank is about *'Negative feedbacks to teachers who failed to communicate properly with parents'* which is the item A having a mean of 2.5. This is the same as the work of Aldag (1981) that problems and conflicts among co-workers are almost invariably traceable to failure of communication. This is consistent with the study of Bustos (1990) that lack or delay in communication can lead to serious conflict. Item B with a mean of 2.31 ranked third and this is about *'Disagreements due to engagement in an assigned activity not suited to interests and needs'*. This is consistent with the study of Rahim (2002) that one of the several causes of conflict occur when a person is required to engage in an activity that is incongruent with his or her needs or interests. In the fourth rank with a mean of 2.20 is item D which is about *'Critiquing inactive participation of teachers towards school and community activities'*. This is consistent with the study of Hotepo (2010) one of the major causes of conflicts in an organization is the lack of cooperation or participation of some co-workers. Lastly, item I which is in the fifth rank which is about *'Not informing other teachers towards line up activities'* got a mean of 2.21. The teachers also agree that the said indicators stated above arise and occur between and among them inside the school setting.



Table 1.e Means, Interpretations, and Ranks of Perception of Teachers on Conflicts in items for the area of School, Home, and Community Relations (SHCR)

INDICATORS	MEAN	INTERPRETATION	RANK
A. Negative feedbacks to teachers who failed to communicate properly with parents	2.50	Agree	2
B. Disagreements due to engagement in an assigned activity not suited to interests and needs	2.31	Agree	3
C. Differences in views or opinions on the right solution for a problem of parents inactive participation	2.52	Agree	1
D. Critiquing inactive participation of teachers towards school and community activities	2.20	Agree	4
E. Negative comments/criticisms of teachers in planned activities	2.14	Agree	7
F. Negative remarks due to inability of teachers to encourage involvement of 3parents in school programs	2.17	Agree	6
G. Spreads of gossips from teachers to parents towards other teachers	1.86	Disagree	9
H. Disagreements on the action of subject teachers to call the attention of parents w/o informing the class advisers	2.00	Disagree	8
I. Not informing other teachers towards line up activities	2.21	Agree	5

f. Professional and Personal Characteristics?

Table 1.f shows the means, interpretations, and ranks of the indicators of the conflicts perceived by teachers in the area of Professional and Personal Characteristics (PPC). Item L which is about '*Negative feedbacks to teachers by questioning their worth in attending seminars and leaderships in activities implemented*' ranked first with a mean of 2.13. This is consistent with the studies of Aldag and Asoy that negative personality



traits and negative comments are the most common encountered conflicts. Item D which is about *'Talking on teacher's life during free time'* ranked second with a mean of 2.10. This is consistent with the study of Asoy (1996) talking often about other person's life during spare time is one of the commonly encountered conflicts. In the third rank which is the item K about *'Vying for promotions in terms of seniority and long years of service'* got the mean of 2.07. Having a mean of 2.06, item N which is about *'Critiquing the practice of 'bribery' in implementing school activities'* ranked fourth. Lastly, item J which is about *'Bringing other problems in an existing situation'* got the mean of 2.01. The teachers also agree that the indicators of conflicts arise and occur between them.

Table 1.f Means, Interpretations, and Ranks of Perception of Teachers on Conflicts in items for the area of Professional and Personal Characteristics (PPC)

INDICATORS	MEAN	INTERPRETATION	RANK
A. Have a feeling that other teachers could be a big threat in promotions	1.95	Disagree	7.5
B. Have a feeling of jealousies in terms of scholarships given	1.92	Disagree	10
C. Expressing negative comments to teachers due to absences or tardiness	1.88	Disagree	12.5
D. Talking on teachers life during free time	2.10	Agree	2
E. Difficulty or lack of other teachers in showing respect	1.94	Disagree	9
F. Bullying teachers in any type of events/situations	1.81	Disagree	14.5
G. Have a strong believe for himself or overconfident	2.00	Disagree	6
H. Silent suspicious towards others	1.80	Disagree	16



I. Too much emotions of teachers due to differences in views or opinions	1.91	Disagree	11
J. Bringing other problems in an existing situation	2.01	Disagree	5
K. Vying for promotions in terms of seniority and long years of service	2.07	Disagree	3
L. Negative feedbacks to teachers by Questioning the their worth in attending seminars and leaderships in activities implemented	2.13	Agree	1
M. Degrading the ideas or suggestions of teachers due to seniority, position, and highest educational attainment	1.95	Disagree	7.5
N. Critiquing the practice of 'bribery' in implementing school activities	2.06	Disagree	4
O. Spreading gossips about the bad attitude of teachers	1.84	Disagree	14.5
P. Negative feedbacks on the way of clothing/dressing of other teachers	1.88	Disagree	12.5
Q. Expressing negative comments due to jealous on teachers who pass school documents on time	1.75	Disagree	17

Table 1.g shows the means, verbal interpretations, and ranks of perception of teachers on the conflicts in their schools. Teachers agree that there are conflicts between them in the areas of Learners' Achievement (LA); Lesson Planning and Instruction (LPI); Assessment of Students' Learning (ASL); Classroom Management (CM); and School, Home, and Community Relations (SHCR) having means of 2.27, 2.24, 2.24, 2.18, and 2.16 respectively. On the contrary, teachers disagree that there are conflicts between them in the area of Professional and Personal Characteristics (PPC). These results are the same with the studies of Rahim (2002) and Visco (2000) that conflicts arise from interpersonal relations. It is also similar to the study conducted by Hotepo et.al (2010), showed that



interpersonal conflicts ranked highest as the type of conflict experienced by the respondents in their organizations.

Table 1.g Means and Ranks of Perception of Teachers on Conflicts in between them

INDICATORS	MEAN	INTERPRETATION	RANK
Lesson Planning and Instruction (LPI)	2.24	Agree	2.5
Classroom Management (CM)	2.18	Agree	4
Assessment of Students' Learning (ASL)	2.24	Agree	2.5
Learners' Achievement (LA)	2.27	Agree	1
School, Home, and Community Relations (SHCR)	2.16	Agree	5
Professional and Personal Characteristics (PPC)	1.93	Disagree	6

Data show that the indicators of conflicts that arise and occur between teachers prevail in the school setting. It seems that the respondents perceived in different ways when it comes to the prevalence of conflicts between and among teachers inside the school.

Problem #2: How do the teachers manage their conflicts between and among themselves with respect to:

a. Lesson Planning and Instruction?

Table 2.a shows the means, frequencies, and ranks on handling conflicts between teachers in terms of Lesson Planning and Instruction (LPI). Based on the given data



above, 324 teachers manage conflicts between them by *'Negotiating with the teachers concerned and suggest something for agreement'* in dealing with conflicts. The indicator ranked first as the most common way on teachers manage conflicts between them in this area. This is the same as the study of Billikopt (2014) that effective dialogue can reduce the stress of conflict and increase productivity and consistent according to Orpelatada (2002) that conflict management is skill of negotiating, resolving disagreement, and how to handle difficult people and tense situations with diplomacy and tact. It is followed by the responses of 323 teachers that the second way they commonly do to manage conflicts between them is *'Confronting the teachers concerned directly about the conflict'* in dealing with conflicts. This is consistent with the study of Franco (1987) a mature and intelligent type of Filipino confront other person in which ideas are openly discussed instead of silent suspicious and backbiting. Next to it is the responses of 303 teachers in managing conflicts is to *'Go first and talk to the teacher concerned with humility'* in dealing with conflicts between them. On the contrary, indicators such as *'Avoid talking with the teachers with regards to the conflict'* and *'Show dominance over the other towards the resolution of conflict'* which are both negative ways were responded by 279 and 265 teacher respondents.

Table 2.a Means, frequencies, and Ranks of Handling conflicts between teachers in terms of Lesson Planning (LPI)

INDICATORS	FREQUENCY	RANK
A. Refuse to deal with the conflict with other teachers	256	7



B. Avoid talking with the other teachers with regards to the conflict	279	4
C. Deny that there is conflict arise from misunderstanding	165	10
D. Initiate to call the attention of Faculty Club President to resolve the conflict	23	16
E. Withdraw just to resolve the conflict with the other teachers and no activity will compromise	199	8
F. Show a pleasing personality to talk about the conflict	263	6
G. Show dominance over the other towards the resolution of conflict	265	5
H. Confront the teacher concerned directly about the conflict	323	2
I. Negotiate with the teacher concerned and suggest something for agreement	324	1
J. Tell other teachers about the conflict with the teacher concerned	132	11
K. Call the attention of the school head/admin staff about the conflict with the other teacher/s	189	9
L. Go first and talk to the teacher concerned about the conflict with humility	303	3
K. Let the School head/Faculty Club Officers find solutions about the conflict between teachers	131	12
N. Never show respect to the teacher concerned about the conflict	98	14
O. Retreat from the advice of others when it comes to the solution about the conflict with the teacher	105	13
P. Avoid to participate in any activity that the teacher concerned about the conflict is involve so that the conflict will not happen again	86	15



b. Classroom Management?

Table 2.b shows the means, interpretations, and ranks of indicators on handling conflicts between teachers in terms of Classroom Management (CM). Based on the data, 315 teacher respondents manage conflicts between them by *'Negotiating with the teachers concerned and suggest something for agreement'*. This result is the same in the area of lesson planning and instruction. It ranked first as the common way of managing conflicts between them. This is consistent with the study of Peterson (2009) about the techniques which could be useful for teachers in managing classroom and save relationships with co-teachers as well such as find solution together and agree a plan for action. The indicator that ranked second in managing conflicts by 314 teachers responded that *'Confronting the teachers concerned directly about the conflict'* is the common way for them in dealing with the conflicts. This result is also the same with the result in the area of lesson planning and instruction. In the third rank, which is the same as the result in the area of lesson planning and instruction, 313 teachers manage conflicts between them by *'Showing a pleasing personality to talk about the conflict'* and *'Go first Talk to the teacher concerned about the conflict with humility'*. On the contrary, teachers manage conflicts between them by *'Avoiding talking with the other teachers with regards to the conflict'* as perceived by 305 teachers.



Table 2.b Means, frequencies, and Ranks of Handling conflicts between teachers in terms of Classroom Management (CM)

INDICATORS	FREQUENCY	RANK
A. Refuse to deal with the conflict with other teachers	298	6
B. Avoid talking with the other teachers with regards to the conflict	303	5
C. Deny that there is conflict arise from misunderstanding	189	9.5
D. Initiate to call the attention of Faculty Club President to resolve the conflict	189	9.5
E. Withdraw just to resolve the conflict with the other teachers and no activity will compromise	201	8
F. Show a pleasing personality to talk about the conflict	313	3.5
G. Show dominance over the other towards the resolution of conflict	278	7
H. Confront the teacher concerned directly about the conflict	314	2
I. Negotiate with the teacher concerned and suggest something for agreement	315	1
J. Tell other teachers about the conflict with the teacher concerned	112	13
K. Call the attention of the school head/admin staff about the conflict with the other teacher/s	154	12
L. Go first and talk to the teacher concerned about the conflict with humility	313	3.5
K. Let the School head/Faculty Club Officers find solutions about the conflict between teachers	156	11
N. Never show respect to the teacher concerned about the conflict	102	14
O. Retreat from the advice of others when it comes to the solution about the conflict with the teacher	96	15
P. Avoid to participate in any activity that the teacher concerned about the conflict is involve so that the conflict will not happen again	95	16



c. Assessment of Students' Learning?

Table 2.c shows the means, interpretations, and ranks of indicators on handling conflicts between teachers in terms of Assessment of Students' Learning (ASL). Data show that 315 teachers also manage conflicts between them by *'Confronting the teachers concerned directly about the conflict'* which is also the same as the result of lesson planning and instruction as well as in the area of classroom management. It ranked first as the common way employed by teachers in managing conflicts between them. This conforms to the study of Franco (1987) about open discussion of ideas through a mature and intelligent confrontation. Teachers manage conflicts between by *'Going first and talk to the teacher concerned about the conflict with humility'*. This was responded by 323 teachers. However, 315 teachers responded that they manage conflicts between them by *'Negotiating with the teacher concerned and suggest something for agreement'*. It was ranked first in the LPI and CM but spotted in the third rank in this area of assessment of students' learning. Furthermore, 310 teachers responded that they manage conflicts between them by *'Showing pleasing personality to talk about the conflict'*. This way employed by teachers in managing conflicts again is in the fourth rank. On the contrary, teachers responded that they manage conflicts between them by *'Avoiding talking with the other teacher teachers with regards to the conflict'* is the fifth way of 293 teachers in dealing with conflicts between them.



Table 2.c Means, frequencies, and Ranks of Handling conflicts between teachers in terms of Assessment of Students' Learning (ASL)

INDICATORS	FREQUENCY	RANK
A. Refuse to deal with the conflict with other teachers	256	6
B. Avoid talking with the other teachers with regards to the conflict	293	5
C. Deny that there is conflict arise from misunderstanding	201	8.5
D. Initiate to call the attention of Faculty Club President to resolve the conflict	154	11
E. Withdraw just to resolve the conflict with the other teachers and no activity will compromise	187	10
F. Show a pleasing personality to talk about the conflict	310	4
G. Show dominance over the other towards the resolution of conflict	245	6
H. Confront the teacher concerned directly about the conflict	327	1
I. Negotiate with the teacher concerned and suggest something for agreement	315	3
J. Tell other teachers about the conflict with the teacher concerned	135	12
K. Call the attention of the school head/admin staff about the conflict with the other teacher/s	201	8.5
L. Go first and talk to the teacher concerned about the conflict with humility	323	2
K. Let the School head/Faculty Club Officers find solutions about the conflict between teachers	134	13
N. Never show respect to the teacher concerned about the conflict	87	14



O. Retreat from the advice of others when it comes to the solution about the conflict with the teacher	76	15
P. Avoid to participate in any activity that the teacher concerned about the conflict is involve so that the conflict will not happen again	67	16

d. Learners' Achievement?

Table 2.d shows the means, interpretations, and ranks of indicators on handling conflicts between them with regards to Learners' Achievement (LA). Data show that 326 teachers also responded the same as the result in the areas of lesson planning and classroom management that they manage conflicts between them by *'Negotiating with the teacher concerned and suggest something for agreement'*. It ranked first in this area again. This is the same as the study of Billikopt (2014) that effective dialogue can reduce the stress of conflict and increase productivity and consistent according to Orpelatada (2002) that conflict management is skill of negotiating, resolving disagreement, and how to handle difficult people and tense situations with diplomacy and tact. However, 323 teachers manage conflicts between them by *'Refusing to deal with the conflict with other teachers'*. It seems that in this area, teachers disregard the conflicts. 319 teachers responded that they manage conflicts between them by *'Confronting the teacher concerned directly about the conflict'* was ranked third same as the result in the area of assessment of students' learning. It indicates that this way directly involve students' factors. Some teachers responded that they manage conflicts by *'Showing dominance over the other towards the resolution of conflict'*. It was responded by 313 teachers. It



seems that some teachers want to resolve the conflict because they can do the solution over the other. Lastly, results in the areas of classroom management and assessment of students' learning which ranked third and fourth respectively, 309 teachers responded that they manage conflicts between them by '*Showing a pleasing personality to talk about the conflict*'. In this area, it was ranked fifth.

Table 2.d Means, frequencies, and Ranks of Handling conflicts between teachers in terms of Learners' Achievement (LA)

INDICATORS	FREQUENCY	RANK
A. Refuse to deal with the conflict with other teachers	323	2
B. Avoid talking with the other teachers with regards to the conflict	256	6
C. Deny that there is conflict arise from misunderstanding	199	7
D. Initiate to call the attention of Faculty Club President to resolve the conflict	165	10
E. Withdraw just to resolve the conflict with the other teachers and no activity will compromise	168	9
F. Show a pleasing personality to talk about the conflict	309	5
G. Show dominance over the other towards the resolution of conflict	313	4
H. Confront the teacher concerned directly about the conflict	319	3
I. Negotiate with the teacher concerned and suggest something for agreement	326	1
J. Tell other teachers about the conflict with the teacher concerned	145	13



K. Call the attention of the school head/admin staff about the conflict with the other teacher/s	175	8
L. Go first and talk to the teacher concerned about the conflict with humility	165	11.5
K. Let the School head/Faculty Club Officers find solutions about the conflict between teachers	165	11.5
N. Never show respect to the teacher concerned about the conflict	123	14
O. Retreat from the advice of others when it comes to the solution about the conflict with the teacher	89	15
P. Avoid to participate in any activity that the teacher concerned about the conflict is involve so that the conflict will not happen again	55	16

e. School, Home, and Community Relations?

Table 2.e shows the means, interpretations, and ranks of the indicators in handling conflicts between them in terms of School, Home, and Community Relations (SHCR). A total of 324 teachers responded that they manage conflicts between them by '*Showing pleasing personality to talk about the conflict*'. This indicator ranked first in this area as compared to other areas that it was ranked third, fourth, and fifth in the areas of classroom management, assessment of students' learning and learners' achievement respectively. A total of 322 teachers also responded the same as the results in the other areas, they manage conflicts between them by '*Confronting the teacher concerned directly about the conflict*'. This indicator was ranked first in other areas. However, teachers manage the conflicts between them by '*Negotiating with the teacher concerned*'



and suggest something for agreement'. A total of 318 teachers responded on this indicator. This was ranked second in the previous areas but was ranked third in the area of school, home, and community relations. Whereas, teachers manage conflicts between them by 'Showing dominance over the other towards the resolution of the conflict' ranked fourth same as the result in the other area such as in the learners' achievement. Lastly, teachers manage conflicts between them by 'Refusing to deal with the conflict with other teachers'. This was ranked second in the area of learners' achievement but was ranked fifth in this area.

Table 2.e Means, frequencies, and Ranks of Handling conflicts between teachers in terms of School, Home, and Community Relations (SHCR)

INDICATORS	FREQUENCY	RANK
A. Refuse to deal with the conflict with other teachers	289	5
B. Avoid talking with the other teachers with regards to the conflict	263	7
C. Deny that there is conflict arise from misunderstanding	176	11
D. Initiate to call the attention of Faculty Club President to resolve the conflict	190	10
E. Withdraw just to resolve the conflict with the other teachers and no activity will compromise	195	9
F. Show a pleasing personality to talk about the conflict	334	1
G. Show dominance over the other towards the resolution of conflict	290	4
H. Confront the teacher concerned directly about the conflict	322	2



I. Negotiate with the teacher concerned and suggest something for agreement	318	3
J. Tell other teachers about the conflict with the teacher concerned	145	12
K. Call the attention of the school head/admin staff about the conflict with the other teacher/s	212	8
L. Go first and talk to the teacher concerned about the conflict with humility	287	6
K. Let the School head/Faculty Club Officers find solutions about the conflict between teachers	112	13
N. Never show respect to the teacher concerned about the conflict	78	14
O. Retreat from the advice of others when it comes to the solution about the conflict with the teacher	56	15
P. Avoid to participate in any activity that the teacher concerned about the conflict is involve so that the conflict will not happen again	45	16

f. Professional and Personal Characteristics?

Table 2.f shows the means, interpretations, and ranks of indicators in handling conflicts between them in terms of Professional and Personal Characteristics (PPC). The common way that used by teachers in managing conflicts is *'Confronting the teachers concerned directly about the conflict'*. A total of 335 teachers responded in this indicator. It is similar to the results in the other areas previously discussed preferably in the areas of assessment of students' learning; lesson planning and instruction; classroom management; school, home, and community relations; and learners' achievement 1st, 2nd, and 3rd respectively. It indicates that teachers used this way in managing the conflicts



between them in different situations and circumstances. This is consistent with the study of Franco (1987) a mature and intelligent type of Filipino confront other person in which ideas are openly discussed instead of silent suspicious and backbiting. A total of 326 teachers manage the conflicts between them by *'Showing dominance over the other towards resolution of conflict'*. This indicator ranked fourth in the areas of learners' achievement; and school, home and community relations but was ranked second in the area of professional and personal characteristics. It indicates that teachers compete with each other on who should be followed in resolving the conflicts. In this area also, teachers responded that they manage conflicts by *'Going first and talk to the teacher concerned about the conflict with humility'*. It indicates that there are initiatives among teachers in resolving the conflicts. However, teachers manage the conflicts between them by *'Negotiating with the teacher concerned and suggest something for agreement'*. This indicator was ranked first in previous areas discussed but was ranked fourth in the present area indicating that some teachers have a pride or ego in the process of negotiation. They wait for each other to who will be the first to initiate. Lastly, there are some teachers who remain approachable in dealing with conflicts between them by *'Showing a pleasing personality to talk about the conflict'*.

Table 2.f Means, frequencies, and Ranks of Handling conflicts between teachers in terms of Professional and Personal Characteristics (PPC)

INDICATORS	FREQUENCY	RANK
A. Refuse to deal with the conflict with other teachers	213	7



B. Avoid talking with the other teachers with regards to the conflict	277	6
C. Deny that there is conflict arise from misunderstanding	123	12.5
D. Initiate to call the attention of Faculty Club President to resolve the conflict	134	11
E. Withdraw just to resolve the conflict with the other teachers and no activity will compromise	200	8
F. Show a pleasing personality to talk about the conflict	320	5
G. Show dominance over the other towards the resolution of conflict	326	2
H. Confront the teacher concerned directly about the conflict	335	1
I. Negotiate with the teacher concerned and suggest something for agreement	324	4
J. Tell other teachers about the conflict with the teacher concerned	165	10
K. Call the attention of the school head/admin staff about the conflict with the other teacher/s	198	9
L. Go first and talk to the teacher concerned about the conflict with humility	325	3
K. Let the School head/Faculty Club Officers find solutions about the conflict between teachers	123	12.5
N. Never show respect to the teacher concerned about the conflict	65	14
O. Retreat from the advice of others when it comes to the solution about the conflict with the teacher	59	15
P. Avoid to participate in any activity that the teacher concerned about the conflict is involve so that the conflict will not happen again	39	16



Table 2.g shows the summary of means, frequencies, averages, and ranks of indicators on how teachers handle the conflicts in terms of all six areas. It was found that teachers manage conflicts between them by *'Confronting the teacher directly about the conflict'* with the average of 322.33 and was ranked first. This is consistent with the study of Franco (1987) a mature and intelligent type of Filipino confront other person in which ideas are openly discussed instead of silent suspicious and backbiting. It was followed by the indicator that teachers manage the conflicts between them by *'Negotiating with the teacher concerned with regards to conflict and suggest for what to agree for'*. This is evident with the computed average of 320.33. This was the same as the study of Billikopt (2014) that effective dialogue can reduce the stress of conflict and increase productivity and consistent according to Orpelatada (2002) that conflict management is skill of negotiating, resolving disagreement, and how to handle difficult people and tense situations with diplomacy and tact. This result is the same as the suggested techniques of Peterson (2009) for teachers in managing the classroom as well as handling conflicts with co-teachers to save the relationships. The indicator that was ranked third is the action of teacher in managing the conflict by *'Show pleasing personality to the teacher with regards to conflict'* and this is evident with a computed average of 308.17. However, some teachers *'Show dominance over the other towards the resolution of conflict'* as their way in managing conflicts between them with the average of 286.17. It was ranked fourth. Lastly, with the computed average of 286 and was ranked fifth is the teachers' action in managing conflicts between them by *'Going first and talk to the teacher about the conflict with humility'*.



The results which are confrontation and negotiation are consistent with the study of Lazarus (2014) that there is significant positive contribution of collective bargaining and negotiation as ways in handling conflicts to have significant contribution to employee's productivity. This only means that these ways of handling conflicts can enhance employees' productivity.

Table 2.7 Means, Frequencies, Average and Ranks of Summary of how teachers handle conflicts between them

INDICATORS	FREQUENCY	AVERAGE	RANK
A. Refuse to deal with the conflict with other teachers	1635	272.5	7
B. Avoid talking with the other teachers with regards to the conflict	1671	278.5	6
C. Deny that there is conflict arise from misunderstanding	1053	175.5	10
D. Initiate to call the attention of Faculty Club President to resolve the conflict	855	142.5	11
E. Withdraw just to resolve the conflict with the other teachers and no activity will compromise	1150	191.67	8
F. Show a pleasing personality to talk about the conflict	1849	308.17	3
G. Show dominance over the other towards the resolution of conflict	1717	286.17	4
H. Confront the teacher concerned directly about the conflict	1940	323.33	1
I. Negotiate with the teacher concerned and suggest something for agreement	1922	320.33	2
J. Tell other teachers about the conflict with the teacher concerned	834	139	12



K. Call the attention of the school head/admin staff about the conflict with the other teacher/s	1129	188.17	9
L. Go first and talk to the teacher concerned about the conflict with humility	1716	286	5
K. Let the School head/Faculty Club Officers find solutions about the conflict between teachers	821	136.83	13
N. Never show respect to the teacher concerned about the conflict	553	92.167	14
O. Retreat from the advice of others when it comes to the solution about the conflict with the teacher	481	80.167	15
P. Avoid to participate in any activity that the teacher concerned about the conflict is involve so that the conflict will not happen again	387	64.5	16

Teachers show same and different actions in managing conflicts between them in different areas are concerned.

Problem #3: What is the level of productivity of teachers as revealed in PAST for school year 2014 - 2015 in terms of the Lesson Planning and Instruction; Classroom Management; Assessment of Students' Learning, Learners' Achievement; School, Home, and Community Relations; and Professional and Personal Characteristics?

Table 3.1 shows the teachers' level of productivity per school in six areas. Areas of Lesson Planning and Instruction; Classroom Management; Assessment of Students' Learning, Learners' Achievement; and School, Home, and Community Relations got a mean of 8.17, 7.95, 8.23, 8.45, and 8.17 respectively. It only shows that the performance



of teacher respondents are Very Satisfactory (VS). The schools don't have the same number of teachers as respondents of this study. Only in the area of Professional and Personal Characteristics (PPC) that teachers are Outstanding (O) with an over-all mean of 9.12. This means that teachers perform better in this area.

The data in terms of the Level of Productivity of teachers in all six areas of the Performance Appraisal System for Teachers (PAST) of S.Y. 2014 – 2015 shows that teachers perform in their Very Satisfactory (VS) level with a mean of 8.44.

Table 3.1 Level of Productivity of Teachers in Six Areas

Area	Mean	Verbal Interpretation
Lesson Planning and Instruction (LPI)	8.17	Very Satisfactory (VS)
Classroom Management (CM)	7.95	Very Satisfactory (VS)
Assessment of Students' Learning (ASL)	8.23	Very Satisfactory (VS)
Learners' Achievement (LA)	8.45	Very Satisfactory (VS)
School, Home, and Community Relations (SHCR)	8.17	Very Satisfactory (VS)
Professional and Personal Characteristics (PPC)	9.12	Outstanding (O)
Overall Mean	8.44	Very Satisfactory (VS)



Problem #4: Is there a significant relationship between perceived conflicts between teachers and teachers' level of productivity in terms of Lesson Planning and Instruction; Classroom Management; Assessment of Students' Learning, Learners' Achievement; School, Home, and Community Relations; and Professional and Personal Characteristics?

Table 3.1 shows the Computed r , verbal interpretation, r^2 , p -value, and decision on Correlation between the Perceived Conflicts between Teachers and Level of the Productivity in Six Areas. There is slight correlation or almost negligible relationship in perceived conflicts between teachers and their level of productivity in the areas of lesson planning and instruction, and assessment of students' learning with a computed r of -0.09 and $+0.05$ respectively. It is also evident in the computed r^2 of 0.0081 or 0.81% and 0.0025 or 0.25% respectively. There is a slight correlation or definite but small relationship in perceived conflicts between teachers and their level of productivity in the areas of classroom management, and school, home, and community relations with a computed r of $+0.25$ and -0.28 respectively. It is also evident in the computed r^2 of 0.0625 or 6.25% and 0.0784 or 7.84% . There is moderate correlation or substantial relationship in perceived conflicts between teachers and their level of productivity in the areas of learners' achievement and professional and personal characteristics with a computed r of $+0.46$ and -0.47 respectively. It is also evident in the computed r^2 of 0.2116 or 21.16% and 0.2209 or 22.09% .



Table 3.1 Computed r , verbal interpretation, r^2 , p -value, and decision on Correlation
between the Perceived Conflicts between Teachers and Level of their Productivity
in Six Areas

Pairs of Variables	Computed r	Verbal Interpretation	r^2	p -value (critical value at 0.05)	Interpretation
Perceived Conflicts between Teachers and Level of their Productivity in terms of Lesson Planning and Instruction	- 0.09	slight correlation, almost negligible relationship	0.0081 or 0.81 %	0.576	no significant relationship
Perceived Conflicts between Teachers and Level of their Productivity in terms of Classroom Management	+ 0.25	slight correlation, definite but small relationship	0.0625 or 6.25 %	0.576	no significant relationship
Perceived Conflicts between Teachers and Level of their Productivity in terms of Assessment of Students; Learning	+ 0.05	slight correlation, almost negligible relationship	0.0025 or 0.25 %	0.576	no significant relationship
Perceived Conflicts between Teachers and Level of their Productivity in terms of Learners' Achievement	+ 0.46	moderate correlation, substantial relationship	0.2116 or 21.16 %	0.576	no significant relationship
Perceived Conflicts between Teachers and Level of their Productivity in terms of School, Home, and Community Relations	- 0.28	slight correlation, definite but small relationship	0.0784 or 7.84 %	0.576	no significant relationship
Perceived Conflicts between Teachers and Level of their Productivity in terms of Professional and Personal Characteristics	- 0.47	moderate correlation, substantial relationship	0.2209 or 22.09 %	0.576	no significant relationship



Problem #5: What Conflict Management Program can be developed to reduce or lessen conflicts between teachers to improve their level of productivity?

Based on the data gathered and analyzed, the researcher proposed a Conflict Management Program for Teachers. The activities in the form of seminars, trainings, and even workshops are anchored on the results and findings of this current study. The features of this proposed program are based on the idea that conflicts can be handled well and its effects would be reduced if all of the people concerned in this program are very much participative. This program will be given to teachers after the division office approved the said program and implement it. It will be implemented for the School Year 2016-2017. There are hands-on and formal lectures to be given to teachers wherein they will be exposed to several activities related to the areas covered in this study. This program also involves step-by-step process for smooth implementation up to the monitoring and evaluation. In other words, one of its good features is its organized structure and systematic framework of responsibilities and acquisition of resources of every person involved in this program. In terms of the resources requirement, as one of the features of this program, it is stated in the proposed program the essentials of delegations of the principals and department heads by the school superintendents and supervisors to consider the availability of resources such as school papers and documents needed by teachers as well as in the hiring of qualified and experts professionals in the field of transpiring activities for conflict management. Economically wise, this program also suggests the voluntary works of principals who are experts in this endeavor and that is to provide activities for teachers in dealing with conflicts specifically among



themselves. In order to evaluate the results of this program, one of its features also is the key results or expected outcomes as well as the consideration of success indicators.

The proposed program is presented in the next pages.



Division of City Schools
Quezon City

A CONFLICT MANAGEMENT PROGRAM FOR TEACHERS (CMPT)

Arlon Ponce Cadiz

December 2015



I. RATIONALE

Conflict is a natural event or situation in an organization most especially inside a school setting. It is an inevitable thing in all organizations. No one can't deny about the presence of conflict in the school organization or educational setting. One of these conflicts inside an organization is between teachers. Some of these teachers differ in ideas, interests, goals, and even values and they see things in different ways. This is true because some of teachers have difficulty in terms of dealing with other teachers they lack with interpersonal skills. This leads to interpersonal conflict.

Conflict, if not managed well by teachers and school heads or administrators will result to stress to teachers and probably affect their performance. Poor conflict management reduce productivity on job performance. Productivity of teachers will be at risk or adversely affected by conflict. Furthermore, conflict lowers morale, causes more and continued conflicts causes inappropriate behaviors.

Teachers are directly involve to the learning achievement of our students, teachers with the supervision of school administrators should take the lead in finding suitable approaches in dealing and managing the conflict between teachers. Conflicts should not be ignored but should be effectively managed for better teachers' productivity in the workplace or school setting. Employees' Productivity can be enhanced by conflict management strategies. Management of conflict is an essential tool to solve raised problems of conflict so that the negative impacts of it will be overcome. In its general sense, conflict management can improve teachers' productivity which in turn improves performance of the students. High effective teachers produced high performing students.



The basic premise of this proposed conflict management program for teachers is that if the conflicts between teachers are handled and managed well, it will create conducive environment within teachers and improve their productivity. This could become possible through the help of a strategic plan of actions through activities as a commitment of the school administrators, teachers, parents and other stakeholders of the school in improving performance and productivity of teachers for the benefit of the students and the whole educational organization as well.

This proposed program is also premised on the belief that conflict adversely affects teachers' productivity, efficiency, and effectiveness. And so therefore, effective management of conflict may result to enhanced teachers' productivity.

II. OBJECTIVES

The main focus of the Conflict Management Program for Teachers (CMPT) is to help the teachers in handling or managing conflicts to reduce or lessen its effects between teachers and which in turn to enhance teachers' level of productivity. This will become possible with the help or endorsement of the division of city school's official and school principals. Specifically, it aims for the following:

1. Address teachers conflict especially in the areas that conflicts can affect teachers' productivity with the approval of school's division superintendent and joint effort of the schools' principals.
2. Delegate or hire professionals and experts in giving fundamental skills to teachers.



3. Encourage teachers to participate in the Conflict Management Program since they are directly involved with the main clientele, the students.

4. Provide professional seminars, trainings, and even workshops for teachers in terms of managing or handling conflicts between them.

5. Equip teachers with the necessary awareness and skills to do in times of situation that conflict may arise between them.

III. PROCESSES

To able to achieve the objectives of the Conflict Management Program for Teachers (CMPT), the following procedures may be considered.

1. The proposal will be submitted to the School's Division Office for the approval and endorsement of the proposed program in different schools in the division.

2. The Schools' Division may provide professionals and experts coming from the local educational institutions or even foreign educational organizations. Principals who are very knowledgeable and have enough skills to provide seminars, trainings, and workshops to teachers may also empower & consider.

3. Necessary budgetary requirements will do in delegating or hiring experts for the Conflict Management Program for Teachers.

4. Delegate functional committees or establish special committees (if there are no functional people for Conflict Management Program).

5. The proposed program may be implemented first to schools in every district participated in the study.



6. Establish calendar of activities for the seminars, trainings, and workshops. The proper venue for the number of teachers' participants should be considered together with the necessary materials and kits.

7. Teachers who are also in the area of educational management will be first employed in the said program and they may re-echo the knowledge and skills acquired to the schools with the permission and support of the principals.

8. The program will last for one year during the school year of 2016 – 2017.

9. The activities prepared for the Conflict Management Program for Teachers will be evaluated by the teachers, school principals, and all of the people responsible behind this program.

10. Teachers' participants of this program will be receiving certificate of completion for their effort and time rendered during its implementation.

IV. STRATEGIES

Based on the data gathered and analyzed, the researcher proposed the following to be included as part of the Conflict Management Program for Teachers:

1. There should be seminars, trainings, and workshops for teachers in terms of dealing interpersonal relations with others and or even developing personal growth.

2. There should be good activities for teachers in dealing with each other in terms of Learners' Achievement because in this area respondents perceived more conflicts. The areas of Assessment of Students' Learning and Lesson Planning and Instruction may also be considered.



3. There should be trainings and seminars for teachers with regards to handling of conflicts between them in terms of Lesson Planning and Instruction. The areas of Professional and Personal Characteristics, and Learners' Achievement may also be considered.

4. There should be seminars and trainings for teachers in dealing with conflicts in the areas of Learners' Achievement and Professional and Personal Characteristics because results show that there is Average/Moderate correlation which means that performance of teachers are affected by conflicts.

5. The school's division shall recommend the establishment or creation of Conflict Management Committee in every school.

V. DUTIES AND RESPONSIBILITIES

1. The schools' division of Quezon City through the approval and endorsement of school's division superintendent should consider and implement a Conflict Management Program for Teachers.

2. The schools' division shall delegate or hire professionals and experts who will be in-charged of facilitating seminars, trainings, and workshops for teachers.

3. The school's division shall establish proper allocation for budgetary requirements for teachers' participants, materials and kits needed and even payment for the experts and professionals.



4. The Conflict Management Program should be implemented by the respective school principals in their schools that experience more conflicts which affect the performance of teachers.

5. School Heads or Principals should be participative and cooperative enough in the planning and implementation of Conflict Management Program.

6. Teachers should also participate and cooperate to the activities included in the Conflict Management Program since they are the ones who will benefit from this program and of course their students.

7. All program requirements and necessary outputs for the activities shall be collected by the committees established in schools and by over-all committees in the division for checking and evaluation.

8. The school's division committees and principals may also consider bench markings or visitations in schools in other divisions or even in foreign educational institutions partners to gain proper knowledge and skills in implementing the Conflict Management Program for Teachers.

9. The school's division and its committees with the help of school heads shall monitor the activities implemented and suggest alternative ways or there should be contingencies to address the problems may arise in the duration of the program.



VI. EVALUATION

The teachers' participants will undergo the following assessment tools in order to evaluate the outcomes of the Conflict Management Program and if there is a need for follow-up.

1. The teachers' participants will be given tests in the form of essays and multiple choice items which are situational in nature after the implementation of the program aside from the evaluation given after each activity of the program.

2. The teachers' participants will be provided oral interview regarding the skills acquired during the implementation of the program.

3. The participating schools will submit Conflict Management Program portfolio as their final output after the implementation of the program. They will also submit short clip showing the necessary skills in handling conflicts between teachers.



CONFLICT MANAGEMENT PROGRAM FOR TEACHERS (CMPT)

CMPT Contents	Research Findings	Activity	Objectives	Clientele	Resources Requirement		Time Frame	Key Results/Expected Outcomes	Success Indicators
					Implementers	Logistics/Materials			
Most Perceived Conflicts relating to Learners' Achievement (LA)	The area of Learners' Achievement (LA) shown the most perceived conflicts between teachers followed by Assessment of Students' Learning and Lesson Planning and Instruction	Seminars, trainings, and workshops regarding the present DepEd Memorandum regarding grading system or criteria in giving grades to students	To equip teachers with the ideas and knowledge about latest grading system	Teachers	School's Division Superintendent	DepEd Memos Toolkits Honoraria for experts/professionals	June-July of the School Year 2016 – 2017 before the giving of the 1 st Grading Period (Computation of Grades)	Grading Sheets E-Class records Report Cards	Teachers can able to follow the necessary guidelines
		Seminars, trainings, and Workshops regarding test construction based on K12 program	To equip teachers with the skills in test construction KPI design (K12 Program)		School's Division Coordinators	Standard tests in k12 design Honoraria for experts/professionals	June-July of the School Year 2016 – 2017 before the giving of the 1 st Periodical Tests	Constructed Periodical Tests	Teachers can construct test items anchored on KPU
		Regular Monitoring of Teachers when it comes to the delivery of instruction	To ensure that teachers maintain proper delivery of instruction as reflected in their daily lesson plan		Department Heads	Observation Sheet	Whole year round (1 st and 2 nd semester) as per scheduled of school year 2016 – 2017	Observation Sheet Results Post Deliberation Agreements	The teachers are VS or even O in terms of performance
Teachers handle conflicts between them	Confront the teacher concerned directly about	Review or check teachers who have extra teaching loads or double preparations	To address lack of teachers in the concern subject area	Teachers	Hired Professionals and Experts	Teachers' Loads in School Program	June-July of the School Year 2016 – 2017 after the submission of School Programs of the schools	School Programs have been reviewed and checked	Additional Teachers needed for subject areas
		Seminars, trainings, and workshops regarding Attitudes and	To enhance teachers' skills in dealing with other teachers towards		School's Division Superintendent	Toolkits Honoraria for experts/	August – September 2016 – 2017 as per	Interview and Assessment results	Teachers can apply the skills learned in dealing with



the conflict;	Behaviors; Personality and Values	attitudes, behaviors, personality, and values		School's Division Coordinators	professionals	scheduled		other teachers in terms of confrontation
Teachers' Level of Productivity	Negotiate with the teacher concerned and suggest something for agreement;	Seminars, trainings, and workshops regarding Negotiation Process	To equip teachers with the fundamental skills in dealing with other teachers in terms of negotiation process	Principals	Toolkits Honoraria for experts/professionals	October – November 2016 – 2017 as per scheduled	Interview and Assessment results	Teachers can apply the skills learned in dealing with other teachers in terms of negotiation
	Show a pleasing personality to talk about the conflict	Seminars, trainings, and workshops regarding Interpersonal Communication	To develop communicating skills among teachers in verbal non-verbal ways	Department Heads Hired Professionals and Experts	Toolkits Honoraria for experts/professionals	December – January 2016 – 2017 as per scheduled	Interview and Assessment results	Teachers can apply the skills learned in dealing with other teachers in terms of communicating skills
Relationship between perceived conflicts and teachers' level of productivity	Teachers perform Very Satisfactory (VS) in all areas of their PAST	Seminars, trainings, and workshops regarding Performance Appraisal and Management	To maintain performance of teachers in the areas with high performance and develop more the areas which are at risks of lower performance	School's Division Personnel Office Principals Department Heads	Performance Appraisal System for Teachers (PAST) Toolkits Honoraria for experts/professionals	January 2017 as per scheduled	PAST Results at the end of the school year	The teachers are VS or even O in terms of performance
	There is positive (+) and negative (-) Average/Moderate Correlation in the areas of Learner's Achievement	Seminars, trainings, and workshops regarding Best Practices when it comes to Increasing Productivity pertaining to Learners' Achievement	To equip teachers with best practices in increasing performance in terms of Learners' Achievement while reducing the conflicts	School's Division Superintendent School's Division Coordinators	Toolkits Honoraria for experts/professionals	February 2017 as per scheduled	Interview and Assessment results	Teachers can apply the best practices towards learners' achievement while reducing the conflicts



	There is positive (+) and negative (-) Average/Modera te Correlation in the areas of Professional and Personal Characteristics	Seminars, trainings, and workshops regarding Best Practices when it comes to Increasing Productivity pertaining to Professional and Personal Characteristics	To equip teachers with best practices in increasing performance in terms of Professional and Personal Characteristics while reducing the conflicts	Principals Department Heads Hired Professionals and Experts	Toolkits Honoraria for experts/ professionals	March 2017 as per scheduled	Interview and Assessment results	Teachers can apply the best practices towards professional and personal characteristics while reducing the conflicts
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The proposed conflict management program is necessary as proposed by previous studies such as by Stinski (1994) that there should be program which includes formal process for resolving conflicts between teachers through trained specialists & resources which includes workshops; Flora (200) on well-planned training program to enhance conflict management styles; and Obafemi (2003) & Adomi, et.al. (2005) on trainings for teachers as a way of preparing them for conflict management through seminars, workshops, conferences, and symposium from time to time. This conflict management program is also necessary to enhance productivity of teachers according to Armstrong (1984). This is consistent with the study of Lazarus (2014) that workers at all level should be trained and given the right behavioral orientation as to reduce the occurrence of conflict at workplace and to improve productivity and professional competence of teachers.

The proposed Conflict Management Program will help teachers to improve their level of productivity if properly implemented and monitored. In this manner, the researcher may achieve the essence of this study.



CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings as basis for formulating conclusions made by the researcher and recommendations to be done for future researches.

SUMMARY

This study wants to determine the perceived conflicts between teachers, their level of productivity, and the relationship between the perceived conflicts and level of productivity with respect to the areas of lesson planning and instruction; classroom management; assessment of students' learning; learners' achievement, school, home, and community relations; and professional and personal characteristics.

This study employed the descriptive-correlational method of research study. The participants are secondary public school teachers in the division of Quezon City drawn using the simple random sampling. There were two parts of research instruments used, the self-developed survey questionnaires for the perception of teachers on conflicts between them pertaining to the six areas and the ways on how teachers manage their conflicts between them. The indicators stated in the instruments were based from the pre-survey conducted to teachers in secondary public school where the researcher is affiliated to. The self-developed questionnaires were validated by five (5) experts. The records of performance appraisal system for teachers were also considered as part of the study. The



data were analyzed using the weighted mean, pearson r, and critical values of the correlation coefficient using the 5 % level of significance.

The salient findings of this study were the following:

1. Teacher respondents agree that there are conflicts between teachers in the areas of lesson planning and instruction; classroom management; assessment of students' learning; learners' achievement; and school, home, and community relations. Teachers disagree that there are conflicts between them in the area of professional and personal characteristics.

2. Teachers manage the conflicts between them by confronting the teacher concerned directly about the conflict; negotiate with the teacher concerned and suggest something for agreement; and show a pleasing personality to talk about the conflict.

3. Teachers' performance in the areas of lesson planning and instruction; classroom management; assessment of students' learning; learners' achievement; and school, home, and community relations were very satisfactory based on the records of their PAST for S.Y. 2014 - 2015.

4. There is no significant relationship between the perceived conflicts between teachers and the level of their productivity in terms of the six areas.

CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

1. Teacher respondents believed that there are conflicts that occur or arise in the areas of lesson planning and instruction; classroom management; assessment of students'



learning; learners' achievement; and school, home, and community relations but not in professional and personal characteristics because they disagree that there are conflicts that occur or arise in this area.

2. The teachers can manage the conflicts between them by having good interpersonal relations in each other since they want to reduce the effects of conflicts. They want to have a dialogue, negotiation and agreement for something just to resolve the conflict. They are not unwelcome to each other but both sides are very open to each other to talk about the conflict since they both show pleasing personality to each other.

3. The teachers have a good performance in the areas of areas of lesson planning and instruction; classroom management; assessment of students' learning; learners' achievement; and school, home, and community relations. Their level of productivity in these areas is very satisfactory. In professional and personal characteristics, they perform higher since they are outstanding in this area.

4. Though there is no significant relationship between the perceived conflicts between teachers and their level of productivity, there is still a tendency or possibility that performance would be affected since respondents believed that there are conflicts arise and occur between them in almost areas of concern in this study. Furthermore, the study showed that there is moderate correlation in the areas of learner's achievement and professional and personal characteristics which means that there is also possibilities that performance would be affected by the conflicts occur or arise in these areas. Teachers should not disregard this possibility. Schools' division officials should plan and take actions about this as much as early that they can.



5. There should be a Conflict Management Program for Teachers so that the conflicts between them were reduced and lessened and their level of productivity is increased. This should be done in the areas that teachers experienced more conflicts and can affect their performance.

RECOMMENDATIONS

Based on the findings and conclusions presented, the following recommendations are suggested:

1. The schools' division of Quezon City should consider and implement the Conflict Management Program for Teachers.

2. The Conflict Management Program should be implemented in the schools that experience more conflicts which affects the performance of teachers.

3. Teachers should also participate and cooperate to the activities included in the Conflict Management Program since they are the ones who will benefit from this program and of course their students.

4. There should be good activities for teachers in dealing with each other in terms of Learners' Achievement because in this area respondents perceived more conflicts. The areas of Assessment of Students' Learning and Lesson Planning and Instruction may also be considered. There should be trainings and seminars for teachers with regards to handling of conflicts between them in terms of Lesson Planning and Instruction. The areas of Professional and Personal Characteristics, and Learners' Achievement may also be considered. There should be seminars and trainings for teachers in dealing with



conflicts in the areas of Learners' Achievement and Professional and Personal Characteristics because results show that there is Average/Moderate correlation which means that performance of teachers are affected by conflicts.

5. Other researchers may conduct future researches in the bigger scope to find out the perception of teachers towards conflicts between and among them as basis for a bigger conflict management program.



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APPENDICES



APPENDIX A

SURVEY QUESTIONNAIRE FOR TEACHERS

PART 1: CONFLICT CHECKLIST

Name: _____ Sex: _____

District/Cluster: _____ School: _____

Age: *(Kindly put a check on the space)*

___ 20 – 24 ___ 30 – 34 ___ 40 – 44 ___ 50 or more

___ 25 – 29 ___ 35 – 39 ___ 45 – 49

Educational Attainment: *(Kindly put a check on the space)*

___ Bachelor's Degree ___ Doctoral Units

___ MA Units ___ Doctoral Degree

___ MA Degree ___ Post-Doctoral Units/Degree

___ Post-MA Units/Degree

of Years in Teaching: *(Kindly put a check on the space)*

___ 1 – 3 ___ 10 – 12 ___ 19 – 21 ___ 28 – 30

___ 4 – 6 ___ 13 – 15 ___ 22 – 24 ___ 31 or more

___ 7 – 9 ___ 16 – 18 ___ 25 – 27

This is a locally-structured questionnaire made by the researcher. Listed below are several conflicts that you may have experienced, encountered, or observed as teacher in



your school. Please indicate your answer by checking the number corresponding to the degree of agreement/disagreement with each item based on the scale below:

3.10 - 4.00	Strongly Agree (SA)
2.10 - 3.09	Agree (A)
1.10 - 2.09	Disagree (D)
1.09 and below	Strongly Disagree

Conflict Situations	Degree of Agreement/Disagreement			
	4	3	2	1
LESSON PLANNING & INSTRUCTION				
A. Negative comments on inability of other teachers to submit updated and complete lesson plans				
B. Comparing the quality of prepared lesson plans				
C. Throwing negative comments on one's lesson plans				
D. Critiquing of one's instructional methods				
E. Disregard the effort of others towards instruction				
F. Not satisfied with other teachers' teaching strategies				
G. Negative comments on lack of instructional materials or even laboratory rooms				
H. Difficulty to listen when other teachers are giving suggestions on instructions				
I. Negative feedbacks on having 2 to 3 preparations of lessons and instructions				
J. Disagreements in the pattern of lesson plan				
K. Borrowing of reference materials				
L. Difficulty for a subject teacher to execute the prepared lessons/instructions				
M. Comparing number of teaching loads				
N. Misunderstandings about the schedule in using laboratory rooms or computer rooms				
O. Critiquing teachers because of poor instruction and prepared lesson plans				
<i>Please provide other conflict situations here!</i>				

**MANAGEMENT**

A. Difficulty in following proper class time schedule				
B. Reprimand other teachers because of not erased writings on the board				
C. Blaming other teachers for damaged equipments inside the classroom				
D. Critiquing inability of other teachers to impose discipline in terms of cleanliness inside the classroom				
E. Throwing negative remarks to other teachers on insensitivity to noise created by the students which affect near classrooms				
F. Comparing cleanliness of the classroom by teachers on shared classes				
G. Negative remarks on improper coordination in terms of excusing students				
H. Disagreements in terms of seating arrangements in different subject areas				
I. Reprimand other teachers on inability to monitor students' attendance				
J. Differences/disagreements in the set classroom policies by teachers on shared classroom				
K. Critiquing other teachers on inconsistency in the implementation of set rules and policies inside the classroom				
L. Seniority of other teachers/age gap in critiquing other teachers in terms of classroom management				
<i>Please provide other conflict situations here!</i>				

ASSESSMENT OF STUDENTS' LEARNING

A. Critiquing other teachers due to lack of initiative in giving tests to students				
B. Misinterpretation or misunderstanding of one's information regarding the assessments on diverse learners				
C. Comparing good assessment tools for students				
D. Throwing negative remarks on mismatch and unrelated and expensive projects to subject matter				
E. Critiquing teachers because of giving lots of assignments to students				



F. Disagreements on the answer for the given item in centralized assessments such as periodical tests				
G. Some teachers are much dependent on self-made assessments from other teachers				
H. Negative feedbacks to teachers due to question of comprehension among students in terms of English as medium in giving assessments which affects other subjects which are in the same medium				
I. Confront other teachers because the students are working on their assignments not related to subject area				
J. Differences in set standards in giving assessments				
K. Comparing format of creating summative tests in K-12 design				

Please provide other conflict situations here!

LEARNERS' ACHIEVEMENT

A. Negative feedbacks to teachers due to inability to secure the confidentiality of students' grades				
B. Disagreement in terms of decision-making when it comes to students' grades				
C. Sacrificing good relationships/friendships just for a single decision in terms of promoting students				
D. Differences in terms of insights or opinions whether the students should be passed or failed				
E. Blaming other teachers because of low performance of students				
F. Confront teachers due to inability to follow 133 students who are at risk of failing				
G. Different views on the way of giving grades based on the present curriculum				
H. Reveal and throwing negative feedbacks to teachers who don't have class records as bases of grading				
I. Critiquing unsupportive teachers towards extra curricular activities of students				
J. Favoritism or subjective view of giving grades by some teachers				
K. Negative feedbacks of teachers on the practice of mass promotions for students even standards are at risk				
L. Disagreement in giving grades specifically to honor				



students				
<i>Please provide other conflict situations here!</i>				
SCHOOL, HOME, AND COMMUNITY RELATIONS				
A. Negative feedbacks to teachers who failed to communicate properly with parents				
B. Disagreements due to engagement in an assigned activity not suited to interests and needs				
C. Differences in views or opinions on the right solution for a problem of parents inactive participation				
D. Critiquing inactive participation of teachers towards school and community activities				
E. Negative comments/criticisms of teachers in planned activities				
F. Negative remarks due to inability of teachers to encourage involvement of parents in school programs				
G. Spreads of gossips from teachers to parents towards other teachers				
H. Disagreements on the action of subject teachers to call the attention of parents w/o informing the class advisers				
I. Not informing other teachers towards line up activities				
<i>Please provide other conflict situations here!</i>				
PROFESSIONAL AND PERSONAL CHARACTERISTICS				
A. Have a feeling that other teachers could be a big threat in promotions				
B. Have a feeling of jealousies in terms of scholarships given				
C. Expressing negative comments to teachers due to absences or tardiness				
D. Talking on teachers life during free time				
E. Difficulty or lack of other teachers in showing respect				
F. Bullying teachers in any type of events/situations				
G. Have a strong believe for himself or overconfident				



H. Silent suspicious towards others				
I. Too much emotions of teachers due to differences in views or opinions				
J. Bringing other problems in an existing situation				
K. Vying for promotions in terms of seniority and long years of service				
L. Negative feedbacks to teachers by Questioning the their worth in attending seminars and leaderships in activities implemented				
M. Degrading the ideas or suggestions of teachers due to seniority, position, and highest educational attainment				
N. Critiquing the practice of 'bribery' in implementing school activities				
O. Spreading gossips about the bad attitude of teachers				
P. Negative feedbacks on the way of clothing/dressing of other teachers				
Q. Expressing negative comments due to jealous on teachers who pass school documents on time				
<i>Please provide other conflict situations here!</i>				

PART 2. HANDLING CONFLICTS

Kindly check whether the actions in the 1st column may you have experienced, encountered, or observed in handling conflicts with regards to the given six areas in the 2nd-7th column. You can have multiple responses in every item.

A - Lesson Planning & Instruction

B - Classroom Management

C - Assessment of Students' Learning

D - Learners' Achievement

E - School, Home, & Community Relations

F - Professional and Personal Characteristics



Managing Conflicts Between Teachers						
A. Refuse to deal with the conflict with other teachers						
B. Avoid talking with the other teachers with regards to the conflict						
C. Deny that there is conflict arise from misunderstanding						
D. Initiate to call the attention of Faculty Club President to resolve the conflict						
E. Withdraw just to resolve the conflict with the other teachers and no activity will compromise						
F. Show a pleasing personality to talk about the conflict						
G. Show dominance over the other towards the resolution of conflict						
H. Confront the teacher concerned directly about the conflict						
I. Negotiate with the teacher concerned and suggest something for agreement						
J. Tell other teachers about the conflict with the teacher concerned						
K. Call the attention of the school head/admin staff about the conflict with the other teacher/s						
L. Go first and talk to the teacher concerned about the conflict with humility						
K. Let the School head/Faculty Club Officers find solutions about the conflict between teachers						
N. Never show respect to the teacher concerned about the conflict						
O. Retreat from the advice of others when it comes to the solution about the conflict with the teacher						
P. Avoid to participate in any activity that the teacher concerned about the conflict is involve so that the conflict will not happen again						

**APPENDIX B****VALIDATION OF INSTRUMENTS**

Name of the Validator: _____

Field of Specialization: _____

Affiliation: _____

To the Validator:

Following is a self-made survey questionnaire for my research study entitled, “A Conflict Management Program for Teachers”. Kindly validate this instrument to determine its applicability/acceptability with regards to the main concern of this study. Please use the scale below:

1 – Unacceptable/Not Applicable

2 – Acceptable/Applicable with revision for improvement

3 – Fully Acceptable/Applicable

SURVEY QUESTIONNAIRE FOR TEACHERS

Name: _____ Sex: _____ Designation: _____

District/Cluster: _____ School: _____

Age: *(Kindly put a check on the space)*

___ 20 – 24

___ 30 – 34

___ 40 – 44

___ 50 or more

___ 25 – 29

___ 35 – 39

___ 45 – 49



Educational Attainment: *(Kindly put a check on the space)*

☐ Bachelor's Degree ☐ Doctoral Units
☐ MA Units ☐ Doctoral Degree
☐ MA Degree ☐ Post-Doctoral Units/Degree
☐ Post-MA Units/Degree

of Years in Teaching: *(Kindly put a check on the space)*

☐ 1 – 3 ☐ 10 – 12 ☐ 19 – 21 ☐ 28 – 30
☐ 4 – 6 ☐ 13 – 15 ☐ 22 – 24 ☐ 31 or more
☐ 7 – 9 ☐ 16 – 18 ☐ 25 – 27

This is a locally-structured questionnaire made by the researcher. Listed below are several conflicts that you may have experienced, encountered, or observed as teacher in your school. Please indicate your answer by checking the number corresponding to the degree of agreement/disagreement with each item based on the scale below:

3.10 - 4.00 Strongly Agree (SA)
 2.10 - 3.09 Agree (A)
 1.10 - 2.09 Disagree (D)
 1.09 and below Strongly Disagree

Conflict Situations	Rating Scale			
	1	2	3	Remarks
A. Negative comments on inability of other teachers to submit updated and complete lesson plans				
B. Comparing the quality of prepared lesson plans				
C. Throwing negative comments on one's lesson plans				
D. Critiquing of one's instructional methods				
E. Disregard the effort of others towards instruction				
F. Not satisfied with other teachers' teaching strategies				



G. Negative comments on lack of instructional materials or even laboratory rooms				
H. Difficulty to listen when other teachers are giving suggestions on instructions				
I. Negative feedbacks on having 2 to 3 preparations of lessons and instructions				
J. Disagreements in the pattern of lesson plan				
K. Borrowing of reference materials				
L. Difficulty for a subject teacher to execute the prepared lessons/instructions				
M. Comparing number of teaching loads				
N. Misunderstandings about the schedule in using laboratory rooms or computer rooms				
O. Critiquing teachers because of poor instruction and prepared lesson plans				
A. Difficulty in following proper class time schedule				
B. Reprimand other teachers because of not erased writings on the board				
C. Blaming other teachers for damaged equipment inside the classroom				
D. Critiquing inability of other teachers to impose discipline in terms of cleanliness inside the classroom				
E. Throwing negative remarks to other teachers on insensitivity to noise created by the students which affect near classrooms				
F. Comparing cleanliness of the classroom by teachers on shared classes				
G. Negative remarks on improper coordination in terms of excusing students				
H. Disagreements in terms of seating arrangements in different subject areas				
I. Reprimand other teachers on inability to monitor students' attendance				
J. Differences/disagreements in the set classroom policies by teachers on shared classroom				
K. Critiquing other teachers on inconsistency in the implementation of set rules and policies inside the classroom				
L. Seniority of other teachers/age gap in critiquing other teachers in terms of classroom management				
A. Critiquing other teachers due to lack of initiative in giving tests to students				
B. Misinterpretation or misunderstanding of one's information regarding the assessments on diverse learners				
C. Comparing good assessment tools for students				
D. Throwing negative remarks on mismatch and				



unrelated and expensive projects to subject matter				
E. Critiquing teachers because of giving lots of assignments to students				
F. Disagreements on the answer for the given item in centralized assessments such as periodical tests				
G. Some teachers are much dependent on self-made assessments from other teachers				
H. Negative feedbacks to teachers due to question of comprehension among students in terms of English as medium in giving assessments which affects other subjects which are in the same medium				
I. Confront other teachers because the students are working on their assignments not related to subject area				
J. Differences in set standards in giving assessments				
K. Comparing format of creating summative tests in K-12 design				
A. Negative feedbacks to teachers due to inability to secure the confidentiality of students' grades				
B. Disagreement in terms of decision-making when it comes to students' grades				
C. Sacrificing good relationships/friendships just for a single decision in terms of promoting students				
D. Differences in terms of insights or opinions whether the students should be passed or failed				
E. Blaming other teachers because of low performance of students				
F. Confront teachers due to inability to follow-up students who are at risk of failing				
G. Different views on the way of giving grades based on the present curriculum				
H. Reveal and throwing negative feedbacks to teachers who don't have class records as bases of grading				
I. Critiquing unsupportive teachers towards extra-curricular activities of students				
J. Favoritism or subjective view of giving grades by some teachers				
K. Negative feedbacks of teachers on the practice of mass promotions for students even standards are at risk				
L. Disagreement in giving grades specifically to honor students				
A. Negative feedbacks to teachers who failed to communicate properly with parents				
B. Disagreements due to engagement in an assigned activity not suited to interests and needs				
C. Differences in views or opinions on the right				



solution for a problem of parents inactive participation				
D. Critiquing inactive participation of teachers towards school and community activities				
E. Negative comments/criticisms of teachers in planned activities				
F. Negative remarks due to inability of teachers to encourage involvement of parents in school programs				
G. Spreads of gossips from teachers to parents towards other teachers				
H. Disagreements on the action of subject teachers to call the attention of parents w/o informing the class advisers				
I. Not informing other teachers towards line up activities				
A. Have a feeling that other teachers could be a big threat in promotions				
B. Have a feeling of jealousies in terms of scholarships given				
C. Expressing negative comments to teachers due to absences or tardiness				
D. Talking on teachers life during free time				
E. Difficulty or lack of other teachers in showing respect				
F. Bullying teachers in any type of events/situations				
G. Have a strong believe for himself or overconfident				
H. Silent suspicious towards others				
I. Too much emotions of teachers due to differences in views or opinions				
J. Bringing other problems in an existing situation				
K. Vying for promotions in terms of seniority and long years of service				
L. Negative feedbacks to teachers by Questioning the their worth in attending seminars and leaderships in activities implemented				
M. Degrading the ideas or suggestions of teachers due to seniority, position, and highest educational attainment				
N. Critiquing the practice of 'bribery' in implementing school activities				
O. Spreading gossips about the bad attitude of teachers				
P. Negative feedbacks on the way of clothing/dressing of other teachers				
Q. Expressing negative comments due to jealous on teachers who pass school documents on time				



Kindly check whether the actions in the 1st column may you have experienced, encountered, or observed in handling conflicts with regards to the given six areas in the 2nd-7th column. You can have multiple responses in every item.

A - Lesson Planning & Instruction

B - Classroom Management

C - Assessment of Students' Learning

D - Learners' Achievement

E - School, Home, & Community Relations

F - Professional and Personal Characteristics

Managing Conflicts Between Teachers	1	2	3	Remarks
A. Refuse to deal with the conflict with other teachers				
B. Avoid talking with the other teachers with regards to the conflict				
C. Deny that there is conflict arise from misunderstanding				
D. Initiate to call the attention of Faculty Club President to resolve the conflict				
E. Withdraw just to resolve the conflict with the other teachers and no activity will compromise				
F. Show a pleasing personality to talk about the conflict				
G. Show dominance over the other towards the resolution of conflict				
H. Confront the teacher concerned directly about the conflict				
I. Negotiate with the teacher concerned and suggest something for agreement				
J. Tell other teachers about the conflict with the teacher concerned				
K. Call the attention of the school head/admin staff about the conflict with the other teacher/s				
L. Go first and talk to the teacher concerned about the conflict with humility				



K. Let the School head/Faculty Club Officers find solutions about the conflict between teachers				
N. Never show respect to the teacher concerned about the conflict				
O. Retreat from the advice of others when it comes to the solution about the conflict with the teacher				
P. Avoid to participate in any activity that the teacher concerned about the conflict is involve so that the conflict will not happen again				

PART I

Conflict Situations	Validator 1	Validator 2	Validator 3	Validator 4	Validator 5	Average	Remarks
LESSON PLANNING AND INSTRUCTION							
A. Negative comments on inability of other teachers to submit updated and complete lesson plans	2	3	3	2	3	2.6	Fully Acceptable/ Applicable
B. Comparing the quality of prepared lesson plans	3	3	3	2	3	2.8	Fully Acceptable/ Applicable
C. Throwing negative comments on one's lesson plans	1	3	3	2	3	2.4	Acceptable/ Applicable
D. Critiquing of one's instructional methods	1	3	3	3	2	2.4	Acceptable/ Applicable
E. Disregard the effort of others towards instruction	3	3	2	2	3	2.6	Fully Acceptable/ Applicable
F. Not satisfied with other teachers' teaching strategies	1	3	3	2	3	2.4	Acceptable/ Applicable
G. Negative comments on lack of instructional materials or even laboratory rooms	3	3	3	3	3	3.0	Fully Acceptable/ Applicable
H. Difficulty to listen when other teachers are giving suggestions on instructions	3	3	3	2	3	2.8	Fully Acceptable/ Applicable



I. Negative feedbacks on having 2 to 3 preparations of lessons and instructions	3	3	3	2	3	2.8	Fully Acceptable/ Applicable
J. Disagreements in the pattern of lesson plan	3	3	2	2	3	2.6	Fully Acceptable/ Applicable
K. Borrowing of reference materials	3	3	3	2	3	2.8	Fully Acceptable/ Applicable
L. Difficulty for a subject teacher to execute the prepared lessons/instructions	3	3	2	3	3	2.8	Fully Acceptable/ Applicable
M. Comparing number of teaching loads	3	3	2	3	3	2.8	Fully Acceptable/ Applicable
N. Misunderstandings about the schedule in using laboratory rooms or computer rooms	2	3	3	3	3	2.8	Fully Acceptable/ Applicable
O. Critiquing teachers because of poor instruction and prepared lesson plans	2	3	3	2	3	2.6	Fully Acceptable/ Applicable
CLASSROOM MANAGEMENT							
A. Difficulty in following proper class time schedule	3	3	2	2	3	2.6	Fully Acceptable/ Applicable
B. Reprimand other teachers because of not erased writings on the board	2	3	3	2	3	2.6	Fully Acceptable/ Applicable
C. Blaming other teachers for damaged equipment inside the classroom	2	3	2	2	3	2.4	Acceptable/ Applicable
D. Critiquing inability of other teachers to impose discipline in terms of cleanliness inside the classroom	3	3	2	3	2	2.6	Fully Acceptable/ Applicable
E. Throwing negative remarks to other teachers on insensitivity to noise created by the	3	3	2	2	3	2.6	Fully Acceptable/ Applicable



students which affect near classrooms							
F. Comparing cleanliness of the classroom by teachers on shared classes	3	3	2	2	3	2.6	Fully Acceptable/ Applicable
G. Negative remarks on improper coordination in terms of excusing students	2	3	2	3	3	2.6	Fully Acceptable/ Applicable
H. Disagreements in terms of seating arrangements in different subject areas	2	3	2	2	3	2.4	Acceptable/ Applicable
I. Reprimand other teachers on inability to monitor students' attendance	3	3	2	3	3	2.8	Fully Acceptable/ Applicable
J. Differences/disagreements in the set classroom policies by teachers on shared classroom	3	3	2	2	3	2.6	Fully Acceptable/ Applicable
K. Critiquing other teachers on inconsistency in the implementation of set rules and policies inside the classroom	2	3	2	2	3	2.4	Acceptable/ Applicable
L. Seniority of other teachers/age gap in critiquing other teachers in terms of classroom management	2	3	3	2	3	2.6	Fully Acceptable/ Applicable
ASSESSMENT OF STUDENTS' LEARNING							
A. Critiquing other teachers due to lack of initiative in giving tests to students	2	3	2	2	3	2.4	Acceptable/ Applicable
B. Misinterpretation or misunderstanding of one's information regarding the assessments on diverse learners	3	3	2	2	3	2.6	Fully Acceptable/ Applicable



C. Comparing good assessment tools for students	2	3	2	2	2	2.2	Acceptable/ Applicable
D. Throwing negative remarks on mismatch and unrelated and expensive projects to subject matter	2	3	3	2	2	2.4	Acceptable/ Applicable
E. Critiquing teachers because of giving lots of assignments to students	2	3	2	3	3	2.6	Fully Acceptable/ Applicable
F. Disagreements on the answer for the given item in centralized assessments such as periodical tests	2	3	2	3	3	2.6	Fully Acceptable/ Applicable
G. Some teachers are much dependent on self-made assessments from other teachers	2	3	3	2	3	2.6	Fully Acceptable/ Applicable
H. Negative feedbacks to teachers due to question of comprehension among students in terms of English as medium in giving assessments which affects other subjects which are in the same medium	3	3	3	2	3	2.8	Fully Acceptable/ Applicable
I. Confront other teachers because the students are working on their assignments not related to subject area	3	3	3	3	3	3.0	Fully Acceptable/ Applicable
J. Differences in set standards in giving assessments	3	3	2	3	3	2.8	Fully Acceptable/ Applicable
K. Comparing format of creating summative tests in K-12 design	2	3	1	3	3	2.4	Acceptable/ Applicable



LEARNERS' ACHIEVEMENT							
A. Negative feedbacks to teachers due to inability to secure the confidentiality of students' grades	2	3	3	2	3	2.6	Fully Acceptable/ Applicable
B. Disagreement in terms of decision-making when it comes to students' grades	2	3	3	2	3	2.6	Fully Acceptable/ Applicable
C. Sacrificing good relationships/friends just for a single decision in terms of promoting students	2	3	3	3	3	2.8	Fully Acceptable/ Applicable
D. Differences in terms of insights or opinions whether the students should be passed or failed	2	3	3	3	3	2.8	Fully Acceptable/ Applicable
E. Blaming other teachers because of low performance of students	2	3	2	3	3	2.6	Fully Acceptable/ Applicable
F. Confront teachers due to inability to follow-up students who are at risk of failing	2	3	2	3	3	2.6	Fully Acceptable/ Applicable
G. Different views on the way of giving grades based on the present curriculum	2	3	2	2	3	2.4	Acceptable/ Applicable
H. Reveal and throwing negative feedbacks to teachers who don't have class records as bases of grading	3	3	2	2	3	2.6	Fully Acceptable/ Applicable
I. Critiquing unsupportive teachers towards extra-curricular activities of students	3	3	3	2	3	2.8	Fully Acceptable/ Applicable
J. Favoritism or subjective view of giving grades by some teachers	2	3	2	3	3	2.6	Fully Acceptable/ Applicable
K. Negative feedbacks of	2	3	3	3	3	2.8	Fully



teachers on the practice of mass promotions for students even standards are at risk							Acceptable/ Applicable
L. Disagreement in giving grades specifically to honor students	2	3	2	3	3	2.6	Fully Acceptable/ Applicable
SCHOOL, HOME, AND COMMUNITY RELATIONS							
A. Negative feedbacks to teachers who failed to communicate properly with parents	3	3	2	3	3	2.8	Fully Acceptable/ Applicable
B. Disagreements due to engagement in an assigned activity not suited to interests and needs	3	3	3	2	3	2.8	Fully Acceptable/ Applicable
C. Differences in views or opinions on the right solution for a problem of parents inactive participation	2	3	2	2	3	2.4	Acceptable/ Applicable
D. Critiquing inactive participation of teachers towards school and community activities	2	3	2	2	3	2.4	Acceptable/ Applicable
E. Negative comments/criticisms of teachers in planned activities	2	3	2	2	3	2.4	Acceptable/ Applicable
F. Negative remarks due to inability of teachers to encourage involvement of 3parents in school programs	3	3	3	2	3	2.8	Fully Acceptable/ Applicable
G. Spreads of gossips from teachers to parents towards other teachers	1	3	2	3	3	2.4	Acceptable/ Applicable
H. Disagreements on the action of subject teachers to call the	1	3	3	3	3	2.6	Fully Acceptable/



attention of parents w/o informing the class advisers							Applicable
I. Not informing other teachers towards line up activities	1	3	2	3	3	2.4	Acceptable/ Applicable
PROFESSIONAL AND PERSONAL CHARACTERISTICS							
A. Have a feeling that other teachers could be a big threat in promotions	1	3	2	2	2	2.0	Acceptable/ Applicable
B. Have a feeling of jealousies in terms of scholarships given	1	3	2	2	2	2.0	Acceptable/ Applicable
C. Expressing negative comments to teachers due to absences or tardiness	2	3	3	3	2	2.6	Fully Acceptable/ Applicable
D. Talking on teachers life during free time	1	3	2	3	2	2.2	Acceptable/ Applicable
E. Difficulty or lack of other teachers in showing respect	3	3	2	3	3	2.8	Fully Acceptable/ Applicable
F. Bullying teachers in any type of events/situations	1	3	2	3	3	2.4	Acceptable/ Applicable
G. Have a strong believe for himself or overconfident	1	3	2	3	2	2.2	Acceptable/ Applicable
H. Silent suspicious towards others	1	3	2	2	2	2.0	Acceptable/ Applicable
I. Too much emotions of teachers due to differences in views or opinions	1	3	2	2	2	2.0	Acceptable/ Applicable
J. Bringing other problems in an existing situation	1	3	2	2	2	2.0	Acceptable/ Applicable
K. Vying for promotions in terms of seniority and long years of service	1	3	2	3	3	2.4	Acceptable/ Applicable
L. Negative feedbacks to teachers by Questioning the their worth in attending seminars and leaderships in	2	3	2	2	3	2.4	Acceptable/ Applicable



activities implemented							
M. Degrading the ideas or suggestions of teachers due to seniority, position, and highest educational attainment	1	3	2	2	3	2.2	Acceptable/ Applicable
N. Critiquing the practice of 'bribery' in implementing school activities	3	3	2	2	3	2.6	Fully Acceptable/ Applicable
O. Spreading gossips about the bad attitude of teachers	1	3	1	3	2	2.0	Acceptable/ Applicable
P. Negative feedbacks on the way of clothing/dressing of other teachers	1	3	2	3	3	2.4	Acceptable/ Applicable
Q. Expressing negative comments due to jealous on teachers who pass school documents on time	1	3	2	1	3	2.0	Acceptable/ Applicable

PART II

Conflict Situations	Validator 1	Validator 2	Validator 3	Validator 4	Validator 5	Average	Remarks
A. Refuse to deal with the conflict with other teachers	3	3	3	3	3	3.0	Fully Acceptable/ Applicable
B. Avoid talking with the other teachers with regards to the conflict	2	3	2	3	3	2.6	Fully Acceptable/ Applicable
C. Deny that there is conflict arise from misunderstanding	3	3	2	3	3	3.0	Fully Acceptable/ Applicable
D. Initiate to call the attention of Faculty Club President to resolve the conflict	3	3	3	3	3	3.0	Fully Acceptable/ Applicable
E. Withdraw just to resolve the conflict	3	3	3	3	3	3.0	Fully Acceptable/



with the other teachers and no activity will compromise							Applicable
F. Show a pleasing personality to talk about the conflict	3	3	3	3	3	3.0	Fully Acceptable/ Applicable
G. Show dominance over the other towards the resolution of conflict	3	3	3	3	3	3.0	Fully Acceptable/ Applicable
H. Confront the teacher concerned directly about the conflict	3	3	3	3	2	2.8	Fully Acceptable/ Applicable
I. Negotiate with the teacher concerned and suggest something for agreement	3	3	3	3	3	3.0	Fully Acceptable/ Applicable
J. Tell other teachers about the conflict with the teacher concerned	3	3	3	3	3	3.0	Fully Acceptable/ Applicable
K. Call the attention of the school head/admin staff about the conflict with the other teacher/s	2	3	3	3	3	2.8	Fully Acceptable/ Applicable
L. Go first and talk to the teacher concerned about the conflict with humility	3	3	3	3	3	3.0	Fully Acceptable/ Applicable
K. Let the School head/Faculty Club Officers find solutions about the conflict between teachers	2	3	3	3	3	2.8	Fully Acceptable/ Applicable
N. Never show respect to the teacher concerned about the conflict	3	3	3	3	3	3.0	Fully Acceptable/ Applicable
O. Retreat from the advice of others when it comes to the solution about the conflict with the teacher	3	3	3	3	3	3.0	Fully Acceptable/ Applicable
P. Avoid to							Fully



participate in any activity that the teacher concerned about the conflict is involve so that the conflict will not happen again	3	3	3	3	3	3.0	Acceptable/ Applicable
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APPENDIX C

PERFORMANCE APPRAISAL SYSTEM FOR TEACHERS

PAST FORM B-2

PERFORMANCE APPRAISAL SYSTEM FOR TEACHERS (PAST)

Name: _____ School: _____
 District/Division: _____ Region: _____
 Rating Period: _____ First Semester _____ Second Semester _____ School Year _____

PERFORMANCE INDICATOR	Outstanding 10	Very Satisfactory 8	Satisfactory 6	Unsatisfactory 4	Poor 2	Rating
I. INSTRUCTIONAL COMPETENCE (70%)						
A. Lesson Planning and Delivery (45%) for teachers and 40% for MT						
1. Prepares and submits complete, well-developed and up-to-date lesson plans						
(4.31) 2. Formulates/adopts objectives of lesson plan						
(4.32)(4.15) 3. Selects content and prepares appropriate instructional materials/ teaching aids						
(4.34)(4.33)(4.11) 4. Selects teaching methods/strategies						
(4.14) 5. Relates new lesson with previous knowledge/skills						
(4.17) 6. Provides appropriate motivation						
(4.12) 7. Presents and develops lessons						
(4.13) 8. Conveys ideas clearly						
(4.16)(2.32) 9. Utilizes the art of questioning to develop higher level of thinking						
(4.17) 10. Ensures pupils/students participation						
(3.11)(3.12)(3.13)(3.14)(3.15)(3.16)(2.11;2.12;2.13;2.31;2.33;2.41;2.42;2.43) 11. Addresses individual differences and						
(4.18) 12. Shows mastery of the subject matter						
Assessment						
(7.31)(5.22)(5.21)(3.12)(3.11) 13. Diagnosis of learner's needs						
(7.31)(5.22)(5.21)(4.36)(4.35)(1.11) 14. Evaluates learning outcomes						
15. Assesses the attainment of the desired outcomes for the cognitive domain within the						
(5.21)(4.22) allotted time.						
Management of Time and Learning Environment						
(2.21;2.22) 16. Maintains clean and orderly classroom						
(1.11) 17. Maintains classroom conducive to learning						
(4.21)(1.11) 18. Time management						
Total Score						
Sub-Rating / (Total Score / 18) x 45% or 40%						
C. Learners' Achievement (20% for Teachers, 10% for Master Teachers)						
(5.32)(5.24)(5.23) 1. Improves learners' achievement level over pre-test with DAT and Periodical Test as basis						
(5.21) 2. Administers formative and summative tests						
Total Score						
Sub-Rating / (Total Score/2) x 20% or 10%						
D. School, Home and Community Involvement (5%)						
(5.11)(6.12) 1. Organizes and maintains functional homeroom PTA						
(5.11)(6.11) 2. Conduct homeroom PTA/SGC/NGO's/GO's partnership meeting						
(6.15)(2.44)(1.11) 3. Disseminates school policies/plans/programs/accomplishments to the stakeholders.						
(6.14)(6.13) 4. Participates in community projects and in civic organization						
(6.12)(6.14) 5. Encourages involvement of parents in school programs and activities						
Total Score						
Sub-Rating / (Total Score / 5) x 5%						
Total Rating						
II. PROFESSIONAL AND PERSONAL CHARACTERISTICS (20%)						
*A (1.14) 1. Decisiveness (7.12)*B.						
(7.11)(1.14) 2. Honesty & Integrity						
(7.11)(1.14) 3. Dedication / Commitment						
(7.11)(1.14) 4. Initiative / Resourcefulness						
(7.13)(1.14) 5. Courtesy						
(7.13)(1.14) 6. Human Relations						
(7.14)(1.14) 7. Leadership						
(7.13)(1.14) 8. Stress Tolerance						
(7.33)(1.14) 9. Fairness/ Justice						
(1.14)(1.13) 10. Proper Attire & Good Grooming						
Total Score						
Sub-Rating / (Total Score / 10) x 20%						
III. PUNCTUALITY AND ATTENDANCE (10%)						
(1.12) II- A. Punctuality (number of times tardy during rating period)						
(1.13) II- B. Attendance (number of days absent during rating period)						
Total Score						
Sub-Rating / (Total Score / 2) x 10%						
GRAND TOTAL						



SUMMARY OF RATINGS

I. Instructional Competence (70%)

- A. Lesson Planning and Delivery (45% for teachers, 40% for MT)
- B. Technical Assistance (0% for teachers, 15% for MT)
- C. Learner Achievement (20% for teachers, 10% for MT)
- D. School, Home and Community (5% for teachers, 5% for MT) Involvement

II. Professional Personal Characteristics (20%)

III. Punctuality and Attendance (10%)

Total

Plus Factor (2)

Over-All Rating

Descriptive Rating

Remarks:

RATEE

CONFERRED WITH

Elementary/ Secondary School Principal

CONFORME:

Signature of Ratee

RECOMMENDING APPROVAL

APPROVED:

District Supervisor
Asst. Schools Division Superintendent

Schools Division Superintendent

KEY TO DESCRIPTIVE RATING

8.6 - 10.00	Outstanding
6.6 - 8.59	Very Satisfactory
4.6 - 6.59	Satisfactory
2.6 - 4.59	Unsatisfactory
2.59 and below	Poor

PARCACTION:



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

APPENDIX D

LETTER TO DIVISION OFFICE OF QUEZON CITY



Philippine Normal University

National Center for Teacher Education

COLLEGE OF GRADUATE STUDIES & TEACHER EDUCATION RESEARCH

Taft, Avenue Manila

May 05, 2015

Ms. Helen Grace V. Go, CESO VI
Officer-in-Charge
Office of the Schools Division Superintendent
Division of City Schools
Quezon City



Dear Madam:

Greetings!

I am a graduate student taking up Master of Arts in Education with specialization in Educational Management at the Philippine Normal University. Currently, I am conducting a study entitled, ***"A Conflict Management Program for Teachers"*** which aims to determine and describe the conflicts related to the areas of Performance Appraisal System for Teachers (PAST) and its relationship to the teachers' level of productivity.

In view of this foregoing, may I request your kind office to allow/permit me to conduct my study in your schools' division where I am affiliated to as a teacher. Should you allow/permit me, I intend to purposively consider the six districts in the division and randomly select the participating schools using the 30% allowed sample. The respondents of my study are the teachers from each of the two schools per district which will also be drawn purposively through random sampling technique.

Your full support and cooperation to this academic exercise will greatly help me achieve the objectives of my thesis which I believe would also help the division in its continuing effort to become better in the delivery of quality teaching.

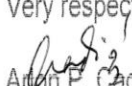
Rest assured that the responses of the teachers together with the results of their PAST for S.Y. 2014 – 2015 will be kept in strict confidentiality and will be used solely for this study.

**PHILIPPINE NORMAL UNIVERSITY****The National Center for Teacher Education**

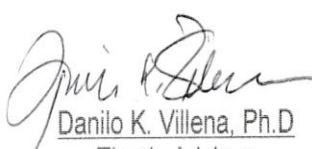
Thank you very much in anticipation of your most favorable response.

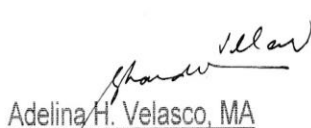
More power and GOD BLESS.

Very respectfully yours,


Aron P. Cadiz
Researcher
(Maligaya High School)

Noted by:


Danilo K. Villena, Ph.D
Thesis Adviser


Adelina H. Velasco, MA
Thesis Adviser



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

APPENDIX E

PERMISSION TO CONDUCT A SURVEY



Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS
Nueva Ecija Street, Bago-Bantay Quezon City



May 25, 2015

MR. ARLON P. CADIZ

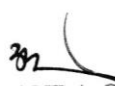
Researcher
Philippine Normal University
Taft Avenue, Manila

Dear Mr. Cadiz:

This has reference to your letter dated May 5, 2015, requesting permission to conduct study in selected schools in Quezon City, for the study entitled "*A Conflict Management Program for Teachers*", in partial fulfillment of the requirements in Master of Arts in Education.

Please be informed that this Office interposes no objection to the said request provided that no classes/activities will be disrupted in the process and proper coordination be made with the school principal concerned and the information gathered will be used for research purposes only.

Very truly yours,


YOLANDA C. ARCO
Chief Administrative Officer



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

APPENDIX F

LETTER TO THE PRINCIPAL



Philippine Normal University

National Center for Teacher Education

COLLEGE OF GRADUATE STUDIES & TEACHER EDUCATION RESEARCH

Taft, Avenue Manila

May 05, 2015

Dear Sir/Madam:

Greetings!

I am a graduate student taking up Master of Arts in Education with specialization in Educational Management at the Philippine Normal University. Currently, I am conducting a study entitled, "**A Conflict Management Program for Teachers**" which aims to determine and describe the conflicts related to the areas of Performance Appraisal System for Teachers (PAST) and its relationship to the teachers' level of productivity.

In view of the foregoing, may I request for your permission to conduct a survey to your teachers in your school. Furthermore, may I also request your permission to gather data with regards to the PAST of the teachers as respondents of this study for school year 2014 – 2015.

Rest assured that the responses of the teachers together with the results of their PAST for S.Y. 2014 – 2015 will be kept in strict confidentiality and will be used solely for this study.

Thank you for your utmost support and favorable response.

More Power and GOD BLESS.

Very respectfully yours,

Arlon P. Cadiz
Arlon P. Cadiz
Researcher

Noted by:

Dani K. Villena
Dani K. Villena, Ph.D
Thesis Adviser

Adelina H. Velasco
Adelina H. Velasco, MA
Thesis Adviser



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

APPENDIX G

LETTER TO THE VALIDATORS OF INSTRUMENTS



Philippine Normal University

National Center for Teacher Education

COLLEGE OF GRADUATE STUDIES & TEACHER EDUCATION RESEARCH
Taft, Avenue Manila

May 05, 2015

Dear Sir/Madam:

Greetings!

I am a graduate student taking up Master of Arts in Education with specialization in Educational Management at the Philippine Normal University. Currently, I am conducting a study entitled, "**A Conflict Management Program for Teachers**" which aims to determine and describe the conflicts related to the areas of Performance Appraisal System for Teachers (PAST) and its relationship to the teachers' level of productivity.

In view of the foregoing, may I request for your guidance and expertise to please validate the self-made questionnaire as instrument to be used to gather the necessary data which are very important in achieving the objectives of this study. Attached herewith is the set of questionnaire for validation.

Thank you for your utmost support and favorable response.

More Power and GOD BLESS.

Very respectfully yours,

Anton P. Cadiz
Anton P. Cadiz
Researcher

Noted by:

Danilo K. Villena
Danilo K. Villena, Ph.D
Thesis Adviser

Adelina H. Velasco
Adelina H. Velasco, MA
Thesis Adviser



PHILIPPINE NORMAL UNIVERSITY

The National Center for Teacher Education

APPENDIX H

LETTER TO THE TEACHER RESPONDENTS



Philippine Normal University

National Center for Teacher Education

COLLEGE OF GRADUATE STUDIES & TEACHER EDUCATION RESEARCH

Taft, Avenue Manila

May 05, 2015

Dear Sir/Madam:

Greetings!

I am a graduate student taking up Master of Arts in Education with specialization in Educational Management at the Philippine Normal University. Currently, I am conducting a study entitled, "**A Conflict Management Program for Teachers**" which aims to determine and describe the conflicts related to the areas of Performance Appraisal System for Teachers (PAST) and its relationship to the teachers' level of productivity. Your assessments on the conflicts between teachers and level of productivity are very important factors in attaining the objectives of this study.

In this regard, I shall appreciate very much your favorable response and assistance to answer every item in the questionnaire. May I also request your permission to gather data with regards to your PAST for school year 2014 – 2015. Rest assured that all of your responses will be kept in strict confidentiality and will only be used just and solely on this study.

Thank you for your utmost support and effort.

More Power and GOD BLESS.

Very truly yours,

Arion P. Cadiz
Arion P. Cadiz
Researcher

Noted by:

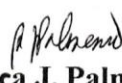
Dani K. Villena
Dani K. Villena, Ph.D
Thesis Adviser

Adelina H. Velasco
Adelina H. Velasco, MA
Thesis Adviser

**APPENDIX I****CERTIFICATION OF LANGUAGE EDITING****CERTIFICATION**

August 18, 2015

This is to certify that the Master's Thesis titled "**A Conflict Management for Teachers**" by **Arlon P. Cadiz** has been edited and reviewed in terms of language and grammar.


Basiliça J. Palmenco Ed.D
Language Editor

**CERTIFICATION**

December 17, 2015

This is to certify that the Master's Thesis titled "***A Conflict Management Program for Teachers***" by **Arlon P. Cadiz** has been edited and reviewed in terms of language and grammar.

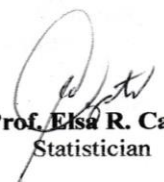
Basilisa J. Palmenco Ed.D

Language Editor

**APPENDIX J****CERTIFICATION OF STATISTICAL REVIEW****CERTIFICATION**

August 18, 2015

This is to certify that the data and results through statistical analysis of Master's Thesis titled **"A Conflict Management for Teachers"** by **Arlon P. Cadiz** has been reviewed, checked, and validated.


Prof. Elsa R. Cagatan
Statistician



APPENDIX K

CORRELATION RESULTS

LESSON PLANNING AND INSTRUCTION

X	Y	X ²	Y ²	XY
8.6319	2.1444	74.5097	4.5985	18.510246
8.2368	2.3719	67.8449	5.6259	19.536866
8.4147	2.2713	70.8072	5.1588	19.112308
8.2366	2.4108	67.8416	5.8120	19.856795
8.3000	2.3300	68.8900	5.4289	19.3390
8.1754	2.1895	66.8372	4.7939	17.9000
8.0645	2.1118	65.0362	4.4597	17.030611
7.9753	2.1901	63.6054	4.7965	17.466705
7.6468	2.2730	58.4736	5.1665	17.381176
8.1138	2.1415	65.8338	4.5860	17.375703
8.2451	2.0314	67.9817	4.1266	16.749096
8.0397	2.4063	64.6368	5.7903	19.34593
98.0806	26.872	802.2981	60.3436	219.6045

$r = -0.0929$ (Negligible Correlation)

CLASSROOM MANAGEMENT

X	Y	X ²	Y ²	XY
7.6944	2.0833	59.2038	4.3401	16.02974
8.7719	2.2763	76.9462	5.1815	19.96748
7.7674	2.1899	60.3325	4.7957	17.00983
8.1935	2.0914	67.1334	4.3740	17.13589
8.3000	2.2792	68.8900	5.1948	18.91736
8.0702	2.2412	65.1281	5.0230	18.08693
8.3871	2.1801	70.3434	4.7528	18.28472
8.6914	1.9907	75.5404	3.9629	17.30197
5.5873	2.0615	31.2179	4.2498	11.51822
7.7073	2.0061	59.4025	4.0244	15.46161
8.1765	2.2525	66.8552	5.0738	18.41757
8.0317	2.5516	64.5082	6.5107	20.49369
95.3787	26.2038	765.5016	57.4835	208.625

$r = 0.2535$ (Negligible Correlation)

LEARNERS' ACHIEVEMENT

X	Y	X ²	Y ²	XY
8.6250	2.0243	74.3906	4.0978	17.459588
8.8947	2.4035	79.1157	5.7768	21.378411
8.6744	2.3527	75.2452	5.5352	20.408261
8.1613	2.2392	66.6068	5.0140	18.274783
8.1500	2.3292	66.4225	5.4252	18.9830
8.5789	2.3904	73.5975	5.7140	20.5070
8.7097	2.1962	75.8589	4.8233	19.128243
8.5926	2.1605	73.8328	4.6678	18.564312
7.9286	2.2083	62.8627	4.8766	17.508727
7.9268	2.1280	62.8342	4.5284	16.86823
8.2647	2.1422	68.3053	4.5890	17.70464
8.8571	2.6190	78.4482	6.8592	23.196745
101.3638	27.1935	857.5204	61.9073	229.98192

$r = 0.4589$ (Average/Moderate Correlation)

SCHOOL, HOME, AND COMMUNITY RELATIONS

X	Y	X ²	Y ²	XY
9.1333	1.7500	83.4172	3.0625	15.98328
7.9158	2.2339	62.6599	4.9903	17.68311
8.6326	2.1163	74.5218	4.4787	18.26917
8.3355	2.3154	69.4806	5.3611	19.3000
7.7400	2.2778	59.9076	5.1884	17.63017
7.8947	2.2865	62.3263	5.2281	18.05123
8.5806	1.9857	73.6267	3.9430	17.0385
8.6370	2.0082	74.5978	4.0329	17.34482
7.2905	2.2116	53.1514	4.8912	16.12367
7.8244	2.0515	61.2212	4.2087	16.05176
8.3412	2.1438	69.5756	4.5959	17.88186
7.7333	2.5079	59.8039	6.2896	19.39434
98.0589	25.8886	804.2900	56.2704	210.7519

$r = -0.2784$ (Negligible Correlation)


ASSESSMENT OF STUDENTS' LEARNING

X	Y	X ²	Y ²	XY
7.8333	2.0114	61.3606	4.0457	15.7559
8.2456	2.4115	67.9900	5.8153	19.884264
8.4031	2.1438	70.6121	4.5959	18.014566
8.2151	2.2258	67.4879	4.9542	18.28517
8.4333	2.4636	71.1205	6.0693	20.776278
8.5965	2.0718	73.8998	4.2924	17.810229
8.4086	2.2170	70.7046	4.9151	18.641866
8.4691	2.2862	71.7257	5.2267	19.362056
8.0159	2.2121	64.8331	4.8934	17.7320
8.2439	2.2705	67.9619	5.1552	18.717775
8.0784	2.1417	65.2605	4.5869	17.301509
7.8095	2.4459	60.9883	5.9824	19.101256
98.7523	26.9013	813.9450	60.5325	221.38284

$r = 0.0044$ (Negligible Correlation)

PROFESSIONAL AND PERSONAL CHARACTERISTICS

X	Y	X ²	Y ²	XY
9.1083	1.6299	82.9611	2.6566	14.845618
8.4316	2.3591	71.0919	5.5654	19.8910
9.5581	1.8782	91.3573	3.5276	17.9520
9.4903	1.5408	90.0658	2.3741	14.622654
8.6700	1.9000	75.1689	3.6100	16.4730
9.2263	1.8142	85.1246	3.2913	16.738353
9.3355	2.0968	87.1516	4.3966	19.574676
9.2963	1.9826	86.4212	3.9307	18.430844
8.8143	1.9216	77.6919	3.6925	16.937559
9.0829	1.9412	82.4991	3.7683	17.631725
9.1941	1.9187	84.5315	3.6814	17.64072
9.2095	2.2213	84.8149	4.9342	20.457062
109.4172	23.2044	998.8798	45.4287	211.1952

$r = - 0.4696$ (Average/Moderate Correlation)



APPENDIX L

TEACHERS' PERCEPTIONS ON CONFLICTS IN ALL AREAS

SCHOOLS	LPI	CM	ASL	LA	SHCR	PPC
ERHS	2.1444	2.0833	2.0114	2.0243	1.75	1.6299
ERJHS	2.3719	2.2763	2.4115	2.4035	2.2339	2.3591
CHS	2.2713	2.1899	2.1438	2.3527	2.1163	1.8782
JFBSHS	2.4108	2.0914	2.2258	2.2392	2.3154	1.5408
BHS	2.33	2.2792	2.4636	2.3292	2.2778	1.9
JSHS	2.1895	2.2412	2.0718	2.3904	2.2865	1.8142
QCHS	2.1118	2.1801	2.217	2.1962	1.9857	2.0968
RMCHS	2.1901	1.9907	2.2862	2.1605	2.0082	1.9826
LHS	2.273	2.0615	2.2121	2.2083	2.2116	1.9216
NFHS	2.1415	2.0061	2.2705	2.128	2.0515	1.9412
CuHS	2.0314	2.2525	2.1417	2.1422	2.1438	1.9187
NEHS	2.4063	2.5516	2.4459	2.619	2.5079	2.2213
TOTAL	2.2393	2.1837	2.2418	2.2661	2.1574	1.9337



LESSON PLANNING AND INSTRUCTION

SCHOOLS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
ERHS	2.0833	2.4167	1.9167	2	1.75	1.8333	2	2	2.2917	2.4583	3	2	2.4583	2.0833	1.875
ERJHS	2.9474	2.4211	1.7895	2.3684	1.7895	2.2105	2.4737	3.0526	2.4737	2.4211	2.8421	2.3158	2.6316	2	1.8421
CHS	2.3721	2.3226	1.814	2.3256	2.0233	1.8605	2.6744	1.8605	2.3488	2.6744	2.5349	2.0698	2.4884	2.2326	2.5581
JFBSHS	2.7097	2.7742	2.3226	2.3871	1.9355	2.1935	2.4516	2.1935	2.2903	2.5806	2.1613	2.1935	3.6445	2.2258	2.0968
BHS	2.1	2.45	1.85	2.3	2.35	2.15	2.6	2.45	2.5	2.5	2.5	2.1	2.5	2.2	2.4
JSHS	2.0526	2.4211	2.0526	2	1.7368	2.5263	2.2105	2.2105	2.8421	2.3158	2.3158	2	2.2632	2	1.8947
QCHS	2.2581	2.2903	2.129	2.2581	2.3548	1.9032	2.1935	1.9355	2.4194	1.6129	2.1613	1.5806	2.3548	2.2258	2
RMCHS	1.963	2.2963	1.963	2.037	1.5926	2.2593	2.0741	1.8148	2.4074	2.4815	2.9259	2.6667	2.3333	2.1111	1.9259
LHS	2.4286	2.3095	1.9762	2.3333	2.381	1.9762	2.4524	2.3333	2.4762	1.2857	2.5476	2.5714	2.4524	2.2619	2.3095
NFHS	1.9024	2.3659	2.0244	2.122	1.7805	2.1463	2	1.878	2.4146	2.2195	2.6829	2.2927	2.2683	2.0244	2
CUHS	2.4118	2.1176	1.9706	1.5	1.7059	1.6765	2.3235	2.3824	2.1765	2	2.5294	2.2353	2.1176	1.2941	2.0294
NEHS	2.5714	2.3333	2.0476	2.4286	2.0952	2.2857	2.7619	2.381	1.5714	2.4762	3.2381	2.381	2.8095	2.4286	2.2857
TOTAL	2.3167	2.3766	1.9880	2.1717	1.9579	2.0851	2.3513	2.2077	2.3510	2.2522	2.6199	2.2006	2.5268	2.0906	2.1014

CLASSROOM MANAGEMENT

SCHOOLS	A	B	C	D	E	F	G	H	I	J	K	L
ERHS	1.9167	2.1667	1.875	2.2083	2.2917	2.2917	2.3333	1.875	1.9167	2	2.125	2
ERJHS	2.1579	2.2632	2.1579	2.4737	2.4211	2.0526	1.8947	2.8947	2.2105	2.1579	2.3684	2.2632
CHS	2.2791	2.3953	2.093	2.3953	2.1628	1.9767	2.6279	2.0233	2.0465	2.0233	2.093	2.1628
JFBSHS	2.9032	2.7419	1.7097	2.129	1.5806	1.7097	2	1.9355	1.9677	2.1613	2.0968	2.1613
BHS	2	2.3	2.4	2.55	2.25	2.45	2.35	1.7	2.3	2.35	2.3	2.4
JSHS	2.2105	2.3684	1.9474	2.3684	2.3158	2.3158	1.9474	2	2.1053	2.3684	2.1053	2.8421
QCHS	2.6452	2.5807	2.1936	1.8387	2.129	2.2581	2.3226	2.1613	1.871	2.1936	2.1936	1.7742
RMCHS	1.8519	1.963	1.7778	2.037	1.5556	2	1.8148	2	1.9259	2.1852	1.963	2.8148
LHS	2.2619	2	1.8571	2.1905	2.0952	1.881	2.1667	2.0714	1.8333	2.381	2.0238	1.9762
NFHS	1.9756	1.9268	1.8293	2.0976	1.7073	2.122	1.9024	1.9512	1.9268	2.0732	1.9756	2.5854
CUHS	2.4706	2.3284	2.0882	1.8235	2.0882	2.1176	2.2059	2.8824	2.5294	2.1176	2.2353	2.0882
NEHS	2.381	2.4762	2.381	2.8571	2.7143	1.9048	2.6667	2.7143	2.7143	3.0476	2.5238	2.2381
TOTAL	2.2545	2.2926	2.0258	2.2474	2.1093	2.0900	2.1860	2.1841	2.1123	2.2549	2.1670	2.2755

ASSESSMENT OF STUDENTS' LEARNING

SCHOOLS	A	B	C	D	E	F	G	H	I	J	K
ERHS	1.9167	1.875	2.625	2.0417	1.7083	1.7083	2.2083	1.8333	1.875	2	2.3333
ERJHS	2.1053	2.6842	2.4211	2.2632	2.4211	2.1579	2.5263	2.7368	2.4211	2.3158	2.4737
CHS	1.9767	2.1163	2.2558	2.0698	2	2.0465	2.1395	2.3488	2.0465	2.186	2.3953



JFBSHS	2.129	1.9032	2.5806	2.129	2.1613	2.1935	2.0968	1.9355	2.129	2.9355	2.2903
BHS	2.1	2.65	2.35	2.45	2.9	2.55	2.25	2.45	2.1	2.85	2.45
JSHS	2.3684	1.7895	1.8947	2.0526	2.1053	1.9474	2.0526	2.2632	2.2105	1.9474	2.1579
QCHS	1.9677	1.5161	2.6452	2.871	2.4194	2.1935	2.1935	1.9355	1.9677	2.129	2.5484
RMCHS	1.963	2.4444	2.8148	1.8889	2	2.8889	2.4444	2.1481	1.8889	2.1852	2.4815
LHS	1.7857	2.3571	2.4048	2.0714	2.0238	2.1429	2.3571	2.2619	2.2143	2.2143	2.5
NFHS	1.9512	2.3415	2.8049	2.1463	2.0488	2.6098	2.3171	2.0732	1.9756	2.2683	2.439
CuHS	2.0588	1.9412	2.4118	1.9706	2.2059	2.2647	2.0588	2.2647	2.0588	2.2059	2.1176
NEHS	2.0952	2.4762	2.6667	2.2857	2.1905	2.2381	2.5714	2.4762	2.619	2.5238	2.7619
TOTAL	2.0348	2.1746	2.4896	2.1867	2.1820	2.2451	2.2680	2.2273	2.1255	2.3134	2.4124

LEARNERS' ACHIEVEMENT

SCHOOLS	A	B	C	D	E	F	G	H	I	J	K	L
ERHS	1.9583	1.8333	1.9167	2.7083	1.7917	2.1667	2.625	1.875	2	2.2083	1.0833	2.125
ERIHS	2.2105	3.3158	2.3158	2.3158	1.9474	2.3158	2.5263	2.5789	2.4211	2.3158	2.3158	2.2632
CHS	2.8605	2.1628	2.2791	2.6047	2.093	2.5581	2.186	2.1163	2.3953	2.2558	2.5116	2.2093
JFBSHS	2.5484	2.2258	2.0968	2.5806	2.2581	2.1935	2.3548	2.2258	2.0323	2.5161	2.0645	1.7747
BHS	2.3	2.35	2.35	2.85	1.95	2.05	2.7	2.15	2.35	2.55	2	2.35
JSHS	2.3158	2.2105	2.4211	2.4737	2	2.2105	2.6842	2.5789	2.6842	1.9474	2.5789	2.5789
QCHS	2.2258	1.8065	2.0645	2.5484	1.871	2.4839	2.3226	2.2903	2.1936	2.5484	2.2258	1.7742
RMCHS	2.1111	2.2222	2.3333	2.4444	1.7778	1.963	2.4074	2.037	1.9259	1.8889	2.1481	2.6667
LHS	2.381	2.0952	2.0238	2.381	2.0476	2.1667	2.2857	2.0476	2.2857	2.3333	2.2143	2.2381
NFHS	2.1707	2.0244	2.3415	2.439	1.6098	2.1707	2.3659	2.0488	1.9756	2.0732	1.8537	2.4634
CuHS	2.1471	2.2647	2.3235	2.3235	1.9706	2.0588	2.1471	2.1471	2.2353	2.0294	2.1176	1.9412
NEHS	2.619	2.4762	1.9524	2.9524	2.2857	2.6667	2.7619	2.5714	2.5714	2.8095	3.0476	2.7143
TOTAL	2.3207	2.2490	2.2015	2.5518	1.9669	2.2504	2.4472	2.2223	2.2559	2.2897	2.1801	2.2583

SCHOOL, HOME, AND COMMUNITY RELATIONS

SCHOOLS	A	B	C	D	E	F	G	H	I
ERHS	2	1.7917	2.125	1.9167	1.5	2.0833	1.3333	1.3333	1.6667
ERIHS	1.5789	2.8421	1.7895	2.3684	2.2632	2.2632	2.3158	2.2105	2.4737
CHS	2.1628	2.4419	2.3023	2.1163	1.9767	2	1.6512	2.093	2.3023
JFBSHS	3.0968	1.9355	2.2903	2.0323	2.1613	3	1.871	2.129	2.3236
BHS	2.15	2.2	2.5	2.5	2.3	2.25	1.9	2.35	2.35
JSHS	2.2632	2.3684	2.3158	2.5263	2.2105	2.3684	2.1579	2.1053	2.2632
QCHS	2	2.0968	2.2258	2.1613	1.8065	1.6452	1.9032	2.129	1.9032
RMCHS	2.0741	1.963	2.4815	1.7778	2	1.7778	2.037	1.9259	2.037
LHS	2.5	2.3095	2.5238	2.1905	2.1429	2.1667	1.8571	2	2.2143



NFHS	2.122	2.0244	2.6098	1.8049	2	1.9024	2.0244	1.9756	2
CuHS	2.1765	2.2059	2.1765	2.2353	1.9118	2.2941	1.8529	2.2353	2.2059
NEHS	2.5238	2.381	2.8095	2.4286	2.5238	2.4286	2.1905	2.8095	2.4762
TOTAL	2.2207	2.2134	2.3458	2.1715	2.0664	2.1816	1.9245	2.1080	2.1847

PROFESSIONAL AND PERSONAL CHARACTERISTICS

SCHOOLS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
ERHS	1.5	1.3333	1.5	2.1667	1.5833	1.1667	1.5833	1.375	1.5	2.3333	1.625	1.5417	1.4167	1.9583	1.4167	2.25
ERJHS	3.3684	2.8421	2.0526	3.4211	2.4737	2.2105	2.5789	2.1053	1.7895	2.2632	2.2105	2.4211	2.1579	2.2632	2.3158	1.9474
CHS	1.907	1.6744	1.8372	2.093	2.093	1.8605	1.9767	2	2.1395	2.4419	1.3256	1.8837	1.8372	1.7674	1.6047	1.907
JFBSHS	1.3226	1.2903	1.7419	1.9677	1.871	1.4516	1.6129	1.2903	1.0968	1.6774	1.5161	2.4839	1.5806	1.8387	1.7097	1.3236
BHS	2.05	1.75	1.7	1.85	1.5	2.05	2.1	1.95	2.15	1.95	2.25	2.2	1.75	1.6	1.8	1.9
JSHS	1.7895	2.1579	1.9474	1.6842	1.5789	1.9474	2.2632	1.6842	2	2.0526	2.1053	1.9474	2.1579	1.9474	1.1579	1
QCHS	1.8065	2.1613	2.4516	2.0645	1.9355	1.9903	2.0645	1.6774	1.871	1.6129	2.4581	2.2903	2.8387	2	2.4194	2.2903
RMCHS	2.1481	2	1.8148	1.7778	1.8889	1.9259	1.8519	1.7778	2.3333	1.7037	2.0741	1.8519	1.9259	2.9259	1.8148	2.1111
LHS	1.8571	1.7619	1.7857	1.9286	2.1905	1.8095	2.0476	1.9762	1.4286	1.8571	2.4286	2	1.9048	1.8095	2.0714	1.881
NFHS	2.0244	1.9024	1.878	1.878	1.9512	1.8537	1.8293	1.7561	2.2683	1.8049	2.0244	1.878	1.878	2.5122	1.8049	1.9756
CuHS	1.7059	2.0588	1.4706	2.4118	2.0588	1.7353	2	1.9706	2.0588	2.2059	1.8235	2.0882	1.7647	2	1.8824	1.6765
NEHS	1.9524	2.0952	2.3333	1.9524	2.0952	1.7143	2.1429	2	2.3333	2.1905	2.9524	3	2.1429	2.0952	2.0476	2.2381
TOTAL	1.9527	1.9190	1.8761	2.0997	1.9350	1.8096	2.0043	1.7969	1.9141	2.0078	2.0661	2.1322	1.9463	2.0598	1.8371	1.8751



APPENDIX M

HANDLING CONFLICTS BY TEACHERS

ITEMS	LPI	MEAN	CM	MEAN	ASL	MEAN	LA	MEAN	SHCR	MEAN	PPC	MEAN	OVER-ALL MEAN
A	256	0.72127	218	0.4659	256	0.72727	323	0.91761	289	0.8210	213	0.60511	4.6449
B	279	0.78161	313	0.3608	293	0.83239	256	0.72727	263	0.7472	277	0.78693	4.7472
C	165	0.46175	119	0.3693	201	0.57102	199	0.56534	176	0.5000	123	0.34943	2.9915
D	23	0.06134	119	0.3693	154	0.4375	165	0.46875	190	0.5398	134	0.38068	2.4290
E	199	0.56134	211	0.7102	187	0.53125	168	0.47727	195	0.5540	200	0.56818	3.2670
F	263	0.74116	313	0.3892	310	0.88068	309	0.87784	334	0.9489	320	0.90909	5.2528
G	265	0.75184	218	0.78977	245	0.69602	313	0.8892	290	0.8239	326	0.92614	4.8778
H	323	0.91161	314	0.8205	327	0.92898	319	0.90635	322	0.9148	335	0.9517	5.5114
I	324	0.92145	315	0.89489	315	0.89489	326	0.92614	313	0.9034	324	0.92045	5.4602
J	132	0.3730	112	0.31818	135	0.38352	145	0.41193	145	0.4119	165	0.46875	2.3693
K	189	0.53193	114	0.4375	201	0.57102	175	0.49716	212	0.6023	198	0.5625	3.2074
L	303	0.8618	313	0.3892	323	0.91761	165	0.46875	287	0.8153	325	0.9233	4.8750
M	131	0.3722	116	0.4318	134	0.38068	165	0.46875	112	0.3182	123	0.34943	2.3324
N	98	0.27141	112	0.28977	87	0.24716	123	0.34943	76	0.2216	65	0.18466	1.5710
O	105	0.2933	55	0.27273	76	0.21591	89	0.25284	56	0.1591	59	0.16761	1.3665
P	86	0.24132	55	0.26989	67	0.19034	55	0.15625	45	0.1278	39	0.1108	1.0994
	8,9213	0.7136	9,71864	0.81155	9,40625	0.78385	9,3603	0.7801	9,40909	0.78409	9,16477	0.76373	4.6669


APPENDIX N
TEACHER'S LEVEL OF PRODUCTIVITY

SCHOOLS	LPI	CM	ASL	LA	SHCR	PPC
ERHS	8.6319	7.6944	7.8333	8.6250	9.1333	9.1083
ERJHS	8.2368	8.7719	8.2456	8.8947	7.9158	8.4316
CHS	8.4147	7.7674	8.4031	8.6744	8.6326	9.5581
JFBSHS	8.2366	8.1935	8.2151	8.1613	8.3355	9.4903
BHS	8.3000	8.3000	8.4333	8.1500	7.7400	8.67
JSHS	8.1754	8.0702	8.5965	8.5789	7.8947	9.2263
QCHS	8.0645	8.3871	8.4086	8.7097	8.5806	9.3355
RMCHS	7.9753	8.6914	8.4691	8.5926	8.637	9.2963
LHS	7.6468	5.5873	8.0159	7.9286	7.2905	8.8143
NFHS	8.1138	7.7073	8.2439	7.9268	7.8244	9.0829
CuHS	8.2451	8.1765	8.0784	8.2647	8.3412	9.1941
NEHS	8.0397	8.0317	7.8095	8.8571	7.7333	9.2095
RATING	8.17338	7.94823	8.2294	8.44698	8.1716	9.1181

SCHOOLS	RATING	DESCRIPTION
ERHS	8.6905	O
ERJHS	8.3308	VS
CHS	8.7309	O
JFBSHS	8.5991	VS
BHS	8.3286	VS
JSHS	8.4857	VS
QCHS	8.5954	VS
RMCHS	8.5862	VS
LHS	7.8007	VS
NFHS	8.315	VS
CuHS	8.5109	VS
NEHS	8.3565	VS
MEAN	8.4442	VS

O = 8.6 - 10

VS = 6.6 - 8.59

S = 4.6 - 6.59

US = 2.6 - 4.59

P = 2.59 - Below


APPENDIX O
AUTHENTICITY RESULT

	Philippine Normal University College of Graduate Studies and Teacher Education Research PUBLICATION OFFICE	
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AUTHENTICITY RESULT

Date of Release: November 23, 2015
 Result Code: 2015-009
 Submission ID: 604640578
 Title of Output: A CONFLICT MANAGEMENT PROGRAM FOR TEACHERS

Author(s): Arlon P. Cadiz

Authenticity Report:

- **Similarity Report: 18%**
- **Interpretation:** A similarity report of 18% means that 18% of the whole paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (15%), publications (5%) and student papers (13%) for the remaining similarity percentage.
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 Rio Anne K. Maño
 (Authenticity Administrator)

Noted by:

Dr. Marie Paz E. Morales
 Director, Publications Office


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EMPLOYMENT RECORD

June 2013 – Present

Eulogio ‘Amang’ Rodriguez Institute of Science and Technology, Manila
Part time Instructor (Physical Science Department - College of Education)

June 2012 – Present

DepEd – Maligaya High School, Quezon City

Grade 10 Science Teacher

Robotics Coach and Trainer

Science Club Adviser

June 2012 – March 2013

Mary the Queen College of Quezon City
College Instructor

June 07, 2011 – March 30, 2012

Diliman Christian Institute
Teacher

June 16, 2010 – March 31, 2011

Arellano University – Mabini Campus
Teacher

EDUCATIONAL BACKGROUND

Graduate School

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Master of Arts in Education (MAEd) with specialization in Educational Management
December 2015

College

Eulogio ‘Amang’ Rodriguez Institute of Science and Technology, Manila


Bachelor of Secondary Education major in Physical Science
Batch 2010
Cumlaude

High School

Quezon City High School
Batch 2006
Top One (1) of the Class

Elementary

Bailan Elementary School
Batch 2001

SCHOLARSHIPS/STUDY GRANTS

- ✓ Scholarship for Youth and Development (SYDP – QC)
- ✓ EARIST – Caritas Manila
- ✓ Alay Kay Inay Foundation QC – Graduate Studies Financial Assistance

PROFESSIONAL LICENCES

Licensure Examination for Teachers (LET)

September 2010

Passed

Civil Service Commission

Civil Service Eligibility

PERSONAL INFORMATION

Date of Birth: March 15, 1989

Place of Birth: Pinaypayan, Lanot Roxas City, Capiz

Age: 26

Gender: Male

Height: 5'10.5"

Weight: 170 lbs.

Status: Married

Religion: Iglesia Ni Cristo

Hobbies: Reading several books (educational, stories, novels etc.)

 Special Skills: *Computer literate, Badminton Athlete, Folk Dancer and Choreographer, Speech Choir Trainer*