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**CONFLICT MANAGEMENT STYLES OF EMPLOYEES AND STUDENT
LEADERS OF PHILIPPINE NORMAL UNIVERSITY NORTH LUZON**

A THESIS

Presented to

The Faculty of Teacher Development

PHILIPPINE NORMAL UNIVERSITY NORTH LUZON

The National Center for Teacher Education

The Indigenous Peoples Education Hub

Alicia, Isabela

In Partial Fulfillment

of the Requirements for the Degree

MASTERS OF ARTS IN EDUCATION

with Specialization in Educational Management

RICHARD R. GUIAB

April 2024



Philippine Normal University
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APPROVAL SHEET

This thesis entitled “**CONFLICT MANAGEMENT STYLES OF EMPLOYEES AND STUDENT LEADERS OF PHILIPPINE NORMAL UNIVERSITY NORTH LUZON**” prepared and submitted by **RICHARD R. GUIAB** in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Educational Management**, is hereby recommended for oral examination.

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Abstract

The study describes the Conflict Management Styles (CMS) of faculty, staff and student leaders and relationship of their respective CMS with demographic profiles and consequently develops a training program in Conflict Management. The participants were 26 faculty, 14 staff and 107 student leaders. Survey, interview and Focus Group Discussion (FGD) were used in data gathering. The instrument used is the Thomas-Killman CMS Inventory. Using I-CVI for content validation and Cronbach's Alpha or Coefficient, the instrument on Conflict Management Styles yielded a CVI of .91 and the Cronbach Alpha .95 shows that the reliability of the instrument is very high. The obtained data were analyzed by means of the descriptive statistics, specifically, the measure of central tendency such as mean ($\bar{X}$), frequency distribution (N), and percentage (%) to determine: (a) conflict management styles of administrators, faculty, staff and students as perceived by themselves; the Z-test for independent sample means to determine the ratio of proportion of difference between the conflict management styles as perceived by the respondents; and the Chi square to determine any relationship between conflict management styles and demographic profiles of respondents.

Results of the study revealed: 1. the dominant conflict management style for the faculty is avoiding; for the staff is compromising, and for the student leaders is accommodating. 2. The faculty with administrative positions, some staff and some student leaders use combinations of the different conflict management styles in handling



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different conflicts. 3. The demographic profiles of the faculty, staff and student leaders do not influence the conflict management styles of the social groups respectively. 4. A possible training program has been developed from the results of the study. It is recommended that the developed training program be proposed for implementation with an end to propel PNUNL to develop an institutional conflict management system.

Key words: Conflict, Conflict Management Styles, Faculty, Administrative Staff, Student Leaders, Training Program



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Abstrak

Inilarawan ng pananaliksik ang *Conflict Management Styles* (CMS) ng mga fakulti, staff at mga lider estudyante at ang kaugnayan ng CMS sa kani- kanilang demograpik profayl at sa bandang huli ay makabuo ng posibleng programang palihan sa *Conflict Management*. Ang mga kalahok ay 26 fakulti, 14 staff, at 107 lider estudyante. Sarbey, interbyu at Focus Group Discussion (FGD) ang mga ginamit na paraan sa paglikom ng mga datos. Ang ginamit na instrumento ay ang Thomas-Killman CMS Inventory na sumailaim sa I-CVI para sa *content validation* at Cronbach's *Alpha or Coefficient*. Ang instrumento sa Conflict Management Styles ay may CVI na 0.91 at Cronbach Alpha na 0.95 na nagpapakita na mataas ang relayability. Ang mga nalikom na datos ay sinuri sa pamamagitan ng *descriptive statistics* na *measure of central tendency* tulad ng *mean (X)*, *frequency distribution (N)*, and *percentage (%)* upang matukoy ang : (a) conflict management styles ng mga fakulti, staff and lider estudyante ayon sa kanilang sariling pananaw; ang *Z-test* para sa *independent sample means* para matukoy ang *ratio of proportion of difference* sa pagitan ng CMS ayon sa pananaw ng tagatugon ; at ang *Chi square* upang matukoy ang ano mang kaugnayan sa pagitan ng conflict management styles at demografik profayl ng mga tagatugon. Natuklasan sa pag-aaral na (1) ang dominanteng conflict management style para sa mga fakulti ay dominating; para sa staff ay compromising, at para sa lider estudyante ay accommodating. (2) Ang mga fakulti na may administratively *position*, ilan sa mga staff



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at lider estudyante ay gumagamit ng kumbinasyon ng iba't ibang CMS sa paglutas ng hidwaan. (3) Ang mga demografik profayl ng mga fakulti, staff at lider estudyante ay walang impluwensiya o kaugnayan sa kani-kanilang conflict management style. (4) Nakadebelop ng isang pobileng programang palihan mula sa resulta ng pag-aaral. Ang programang palihan ay iminumungkahing ilapit sa administrasyon para sa implementasyon nito na inaasahang magtutulak sa pagbuo ng PNUNL ng institusyonal na *conflict management system*.

*Mga susing salita: Conflict, Conflict Management Styles, Faculty, Staff, Student
Leaders, Training Program*



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DEDICATION

To my precious wife, Ruth,
my endearing sons – Richard Daniel and Richard Josef;
my encouraging siblings - Rischelle and Ricson;
my supportive mother- Marissa;
Prime and foremost to Almighty God,
the Source of my hope and strength;
this book is dedicated.

RRG



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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

1.1 Introduction

Conflict is a natural inevitable part (Vokic & Sontor, 2010, Siraji, 2019) and normal aspect in life of people with different goals in an organization. Conflict is manifested when antagonism, harsh words, hostility and indifference exist between and among individuals in an organization or institution. It occurs every day in a workplace whenever objectives (Egerova & Rotenbornova, 2021), values or purposes of different individuals or group are not compatible with those of colleagues (Lee, 2008, Taur, et al., 2022) and those people obstruct each other to achieve personal objectives (George and Jones, 2006, Taur, et al., 2022). Hence, conflict can be viewed as an interactive process demonstrated in misunderstanding, serious disagreement and argument or antagonism within or between individuals or groups and social entities. Conflict is an unavoidable part of an organization (Adeyemi, 2009, Siraji, 2019) that makes it one of the primary phenomena in an organization (Chathurangi & Padmasiri, 2014, Aktar & Hassan, 2021) that necessitates proper attention from management and leadership point of views.

However, conflict could have either functional or dysfunctional effects (George, Miroga, & Omwen, 2013, Aktar & Hassan, 2021) -productive or destructive depending on how it is managed. When managed well, conflict results in positive performance (Lazarus, 2014, Aktar & Hassan, 2021) that produce understanding, unity and promote a good learning experience (Ehinola, 2014) to achieve organizational goals (Vickovic & Morrow, 2020). However, if conflict is not effectively managed, it can quickly escalate that may even cause physical and emotional harm to those involved. Interestingly, although conflict is a common part of the human existence, many individuals do not



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possess the competencies needed to resolve conflicts effectively.

Morgan (2012) believes that handling conflict is a logical perspective and a set of competencies used by individuals and groups of people to look at conflict in a better perspective and to dispense with any conflict situation in their lives. In this light, the acquisition of conflict management skills will empower every person to be responsible for their own conflicts and to resolve those conflicts.

Iglesias and Vallejo (2012) believe that unsuccessful conflict management is a primary cause of stressful work environment, power play and employee dissatisfaction. Therefore, all members of an organization need to possess sufficient knowledge and skills in conflict management because implementing a functional conflict resolution style is essentially needed in many professions (Schroeder, 2014) and institutions.

Schools, like other human organizations, are not exempted from one or other form of conflict. Conflict in schools is not uncommon. It is demonstrated when a faculty seem hesitant to obey the department chair, when they grudgingly follow rules or do not accept additional work, or when they do not get along with their colleagues (Tancinco & Aguirre, 2013, Herrera & Heras-Rosas, 2021). Another is, when heads or administrators employ an autocratic means. They force faculty for an undisturbed working of the school activities or require them to stay late or report on weekends. In both situations, conflict is inevitable to rise and signals a problem that calls for immediate attention.

Basically, conflict occurs when an individual feels a degree of disappointment and resentment due to the actions of his/her colleagues or superiors in the organization. Causes of Conflict are caused by duties and workload allocation, deriding co-worker after being praised by the Head, result of Performance Evaluation when colleagues get a higher salary increment, miscommunication and pressure to use all possible resources to teach. In the process, conflict management is an inevitable discipline of behavior in an



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organization. Hence, the teachers and school administrators apply the different styles of conflict management (Yorid and Pakiza, 2013, Siraji, 2019, Akhtar & Hassan, 2021).

Conflict is an indispensable dynamic in human relations (Mitchelle, 2006, Siraji, 2019). People learn about rights and duties and individuals use the knowledge gained from education to interact with other people in a culturally diverse workplace (Fahad Al-Sabah, 2015, Akhtar & Hassan, 2021), particularly in getting or not getting along with other human beings. To meet the emerging norm in conflict management, Duncan, H., Range, B., & Scherz, S. (2011) (Kalra, et al., 2020) emphasize the importance of conflict resolution training in the preparation and success of school administrators. The training involves teachers, students, parents, and school board members.

Studies reveal that different strategies might be used for dealing with conflict. The use of the strategy might be caused by several factors, i.e. culture, personality (Kozan, 2002, Kalra, et al., 2020), type of conflict, demographics (Chaturangi, 2014, Hasani, et al., 2018) such as age, gender; ethnic background (Cai and Fink, 2002, Akhtar & Hassan, 2021) personality (Abdullah and Baki, 2016, Muda & Fook, 2020) of the parties involved in conflict and type of organization (Havenga, 2006, Dermaku & Balliu, 2021). Bennagen and Ye (2016) found that education background and age, and years of experience are associated with conflict management styles.

The study of Vokić and Sontor (2010) reveal that female employees use accommodating and compromising conflict handling styles than men, while both use avoiding, competing and collaborating conflict resolution strategies.

Fundamentally, conflict is natural in an organization. The administrators, faculty, administrative staff and students also experience conflicts. From this perspective, it appears that there is a lot of work being done and still to be done with respect to assessing conflict and conflict management strategies but the factors affecting the choice of an



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individual regarding conflict management style still need to be studied and explored, and the present study is an attempt to fill the gap.

In the local context, PNUNL as an institution like any other agency encounters conflict along administrative and academic sides. Issues on promotion, evaluation, incentives and human relation are some administrative issues to contend with. While there are existing conflict management styles practiced by administrators, the need for better and effective conflict management is still desired by concerned individuals. Managing conflicts in the school usually falls on school administrators, teachers and staff. Everybody can benefit greatly by understanding that conflict is something that does not go away unless it is resolved. Hence, identifying appropriate conflict management styles and planning a relevant training program is necessary.

Consequently, this study is premised on the principle that conflict has adverse effects on productivity, efficiency, and effectiveness (Cadiz, Villena & Velasco, 2013, Shabani, Behluli & Qerimi, 2022) of faculty, staff and students but if and when managed appropriately will lead to the attainment of the goals of the institution. Hence, this study is conducted to describe the conflict management strategies of the faculty, administrative employees and student leaders of the university and explore strategies that would enhance their conflict management skills.

Furthermore, the rationale behind this study is to understand and explore how the faculty, staff and students deal with the day-to-day interpersonal and intrapersonal conflicts. Previous researches have focused a lot on conflict management strategies. Others looked for the relationship of conflict handling styles to demographic factors like age, gender, education, years in service, position/rank, civil status but have not included number of children, ethnicity, performance, and salary. In the light of the identified gaps there is an important need to understand the nature of conflict and explore the role of the



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demographic variables on the selection of conflict management styles of the faculty, staff and students in the Philippine Normal University North Luzon context. And lastly, from the possible result of the study, a training program on conflict management can possibly be developed.

1.2 Significance of the Study

The study hopes to provide faculty, staff and students with conflict management information that can benefit them personally and professionally. It also hopes to develop and propose a conflict management training program to strengthen conflict management capability of faculty, staff and prospective teachers.

The results of the study may aid leaders in identifying appropriate conflict management styles for employees (faculty and staff) to improve their level of conflict management capability and job satisfaction and the student leaders to be empowered in dealing with varied conflicts in student organizations they are connected and involved.

1.3 Review of Literature

This part of the chapter presents the readings on theories, concepts and studies related to the present study.

Conflict and Causes of Conflict

Conflict may be described as a struggle or competition that occurs in the workplace among groups and individuals with differing needs, ideas, beliefs, values, or goals that causes serious disagreement or argument (Schramm-Nielsen, 2002, Egerova & Rotenbornova, 2021) in satisfying their needs and interests (George, et al. 2013, Akhtar & Hassan, 2021). Hence, conflict on groups cannot be avoided and the results of conflict cannot be predetermined. Meaning, conflict may get worse and lead to poor performance or low production. Or conflict may yield some benefits and lead to high performance or



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quality final products. This shows that, learning to manage conflict is inevitable to a high-performance group and individuals. It is worth considering that although very few people look for conflict, still conflict happens due to poor communication between people because of different needs, principles, beliefs, goals, and values.

Causes of Conflict

Conflict presently continues to be a factor in all walks of professions and organizations, personal and academic life. When we talk of schools, we talk of faculty, other employees, and students as well as other stakeholders. There in their midst unexpectedly and unavoidably, conflict happens.

The study of Ramini and Zhimin (2010) reveal that, first, the students experience conflict with teachers when the latter appear to be a dictator, demonstrate favoritism, give unrealistic course requirements, display unethical teaching behaviors, and neglect to listen to the students' query and complain.

Second, conflicts between students and administrators arise when the administration seeks to foist things to students instead of having dialogue. Some of the issues of conflict are the set rules and regulations which seem unrealistic for the students to adhere to in the school environment, arbitrary increase of school fees, favoritism, expulsions, or suspension from schools are viewed by students to be unjust since they were not given an opportunity to be heard. This makes the students to protest because they feel like they are not treated as key stakeholder but as a minority group. And last, conflicts between teachers and administrators include: lack of proper communication to teachers; imposition of strict deadlines for several activities; differences in perceptions on managing of various issues in the school; dictatorial tendencies of school administrators; poor physical working conditions; lack of administrative support in provision of learning aids as well as psycho-social support when they are in need; where administrators use



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school resources for personal selfish gains; inability to perform tasks assigned (failure to meet deadlines; unauthorized absenteeism; tribalism; setting unrealistic targets for teachers; setting goals that are not specific; engaging teachers in “crush programs” where they have to cover wide sections of syllabus in fraction time; laxity in implementation of school policies; unreasonable demands by school administration; favoritism; and finally, laxity among teachers.

Another cause of conflict to Calora (2020) is that the low commitment of teachers obstructs good working environment and may veer away from the educational purpose of the school. The result has a negative effect to teachers’ performance and to the school as well. This scenario gives rise to a serious conflict between school administrators and teachers.

Gwanyo, Dickson and Tanatu (2020) aptly sum up that conflict is a worldwide organization process viewed by individuals and groups as irksome, while there were some people who believe conflict improves effectiveness of individual or group contribution in the organization as long as it is properly managed taking into consideration the nature, quality and number of resources at the organization’s distribution.

According to Oakley, et al., 2004, Taur, et al., 2022, the most common causes of group conflicts are team members refusing to do their part of the job, a domineering team member coercing others into doing anything in a specific way or a member of the team refusing to be involved or even tries to impair the work. Chan and Chen (2010) studied reasons behind conflict in teamwork. The identified causes of conflicts include poor communication, poor task management, unfair work allocation, unequal treatment, being egocentric, having different values and finally, lack of sense of responsibility and initiative.



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Conflict Management

Conflict management is the belief that not all conflicts can necessarily be resolved, but learning the strategies to manage conflicts can lessen the chances of unproductive escalation. Conflict management involves possessing skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for handling of conflict in a working environment (<http://www.foundationcoalition.org./teams>).

Conflict management is the use of resolution and stimulation techniques to attain the targeted level of conflict that sustains peaceful coexistence and understanding in achieving common objective which sustains effectiveness (Gwanyo, Dickson and Tanatu, 2020), and restore order and stability (Ramani and Zhimin, 2010).

High diversity, uncertain work conditions and interdependencies in the organization are factors that cause conflict in the organization. Consequently, conflict management has become a subject of interest in the study of organizational behavior since the trend emphasizes acceptance of conflict as an organizational occurrence that concerns management. As a result, managing conflict is receiving huge attention in the research literature and in the professional environs.

Conflict Management Program

Conflict Management programs should include the basic philosophy and skills of conflict management (Morgan, 2012, Kalra, et al., 2020) and some form of a problem-solving process models such as negotiation, mediation, or consensus decision-making (Fisher and Ury, 1983 in Cutts, 2016). Quality conflict management programs include large scale faculty, staff development and student training and practice using the skills of



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conflict management and a problem-solving process listed below:

- Define the problem and the underlying issues
- Explain perspective and attend to the other's perspective
- Uncover interests or concerns rather than positions
- Brainstorm options for action
- Develop joint criteria to select options for action
- Making the decision
- Discuss the "what ifs" – what if the decision doesn't work, what if the decision isn't kept, what if we have a problem again

Approaches to school conflict management

There are four basic approaches to conflict management programs in the United States.

1. Curriculum Infusion

This is the process where teachers include conflict management concepts and skill-building activities into the curriculum to give students the opportunity to learn, understand and analyze conflict; recognize the role of perceptions and biases; identify feelings; identify factors that cause escalation; handle anger and other feelings appropriately; improve verbal communication skills; improve listening skills, identify common interests; brainstorm multiple solutions; evaluate the consequences of different options; and agree on win-win solutions (Isabu, 2017).



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2. Mediation Programs

Mediation is a voluntary process wherein a neutral third party, who has no power to impose a resolution, works with the opposing parties to enable them reach a common acceptable resolution of their conflict.

3. Conflict Management as Classroom Management Technique

Teachers can also use conflict management as part of classroom management style. Teachers can teach all students appropriate problem-solving methods and how to use the skills in resolving their own simple misunderstandings. This will give the students the opportunity to experience a classroom environment where cooperation, trust is promoted and group interaction are encouraged and promoted, thus, giving them opportunities to practice non-violent conflict resolution strategies over aggression and violence.

4. Comprehensive Conflict Management Programs in Schools

The most effective school conflict management program is comprehensive. This means that the whole school community is knowledgeable about desirable conflict management modes and regularly use “win/win” strategies when addressing conflicts. A comprehensive program provides members of the whole school community the opportunity to learn, practice, and model effective conflict management skills.

Conflict Management Styles

The Conflict Management Style (CMS) Characteristics developed using Elsayed-Ekhouly & Buda (1996), Goodwin (2002), Blitman (2002) Rahim (2002) and Aritzeta, et al., (2005) are summarized below:



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Avoiding. The individual tends to withdraw, disengage, sidestep from the conflict situation to be safe from threatening situation; suppress the conflict, or hide disagreement.

Competing (Dominating). The individual demonstrates assertive, aggressive, uncooperative personality to make sure that her/his needs are met; or stands up for his/her rights or protect a position which s/he believes is right, or simply to win.

Accommodating (Obliging). The individual sacrifices and places need and interests of others above his/her own either to seek approval or just eager to be helpful.

Compromising. The opposing parties share the middle-ground solution that partially satisfies them both.

According to Kenneth W. Thomas and Ralph H. Kilmann (1974 in Islamoglu, et.al. (2017), there are five conflict management styles that a manager will follow:

An **accommodating** manager cooperates to a high degree, may be at his own expense and actually against his own goals, objectives, and desired outcomes. This style is effective when the opposing person is the expert or has a better solution.

Avoiding an issue neither help the other party reach their goals nor the manager who is avoiding the issue pursue his or her own goals. However, this is effective when the issue is insignificant or when the manager is sure to lose his/her chance of winning.

Collaborating managers partners or pair up with each other to achieve both of their goals. Here the managers set aside the win-lose paradigm and choose the win-win. This is effective when there is a need for a novel solution to resolve complex situations.

Competing manager acts in a very assertive way to achieve his or her own goals without attempt to cooperate with the staff members, and it might be at the expense of the other employees. This style may be suited for emergencies when there is no longer time for consultation.



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Compromising: No one wins in this scenario. The other person and the manager do not really achieve their goals. This may be appropriate for situations where there is a need for temporary solution or when both parties have equally important goals.

Even though all five conflict management styles are utilized within organizations, researches give evidence that the most frequently used conflict handling style among world population is compromising (Hignite, Margavio & Chin., 2002; Pinto & Ferrer, 2002), as people are inclined to seek approval and tend to compromise. Another, according to Islamoglu et al., (2008) both subordinates and superiors most often employ collaborating styles of conflict management.

A study by Mabunga and Mabunga (2019) reveals that the conflict management styles of officials from selected State Universities and Colleges in the Philippines include compromiser, accommodator, controller, avoider and collaborator as the dominant CMS.

In another study, the most dominant conflict management style of faculty in dealing with conflicts with supervisor, peers and students was collaborating. Only few of the respondents preferred accommodating and competing styles in dealing with conflicts towards their supervisor, peers and students; while avoiding was used in dealing conflicts with peers. Respondents never compromised in handling conflicts with supervisors, peers, and students (Rambuyon & Domondon, 2021).

According to Iravo (2011) when school principals view conflict from a positive perspective, it is possible to leverage the conflicts to improve cohesion and productivity. School principals ought to be alert and sensitive to origin of conflict and be ready to deal with conflict situations. He further emphasizes that communication and training in conflict management are very important in effective conflict management. On leadership, management and conflict management styles, research findings reveal that the most common leadership style is democratic while for management style is the mixed or the



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transitional style and collaborating for conflict management style.

Rubio and Picardo (2017) state that the mixed or transitional management style and the collaborating conflict managing style were used by authoritative leaders, democratic leaders used the mixed or transitional management style and the collaborating conflict management style and the Laissez-faire leaders used the mixed or transitional management style and the collaborating conflict management style. Obviously, all types of leaders utilize collaborating CMS when dealing with conflicts.

The study of Illescas and Perez (2020) shows that collaborating is evident and the dominating conflict management style among elementary school heads while they also claimed that avoiding is an effective conflict management style. The common causes of conflict in school are related to personality factors due to different personality of various teachers. Respect and obedience are the dominant solution in managing conflict. This shows conflict management styles influence teachers' morale. Further, the demographic profile of the school heads has no significant relationship with the conflict management style stated in this study. Conflict management styles of elementary school heads allow the teachers to express themselves freely. The causes of conflict related to personality factors affect the proposed solution in terms of improved communication, respect and obedience and sharing of interests/goals. Calora (2020) says the most serious problem in terms of conflict management is the absence of camaraderie and teamwork among teachers. To resolve this type of organizational conflict, understanding one another is the most recommended solution.

Shanka and Thuo (2017) list the major conflict management strategies use by school leader. These include building leadership skills, obeying rules and regulations. Accepting change, wise distribution of resources, participation in decision making, giving opportunities for training, and understanding individual differences and roles. Further, techniques used in case of disputes are discussing, punishing, forcing, compromising,



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avoiding, and ignoring. The study concludes that school leaders need to identify the sources of conflicts and establish a mechanism where staff can express their concerns. One thing more, leaders have to enhance their leadership skills, accept change, include and provide opportunities for staff professional growth (Saoubagleh, 2019). And school leaders should look for means to acquire and generate funds.

Factors that Affect Conflict Management Style

Several factors affect the way an individual deal with conflict. According to Curtis (2013), these are temperament, culture, context, relationship, values, experiences, and upbringing. The way that a person sees the conflict comes from who s/he is as well as the relationship s/he has with the other person. For instance, if s/he has a positive relationship with the other person, s/he may agree to a friendly resolution but if their relationship is not good, the other person may interpret everything negatively, thus an amicable settlement may not be possible. The kind of relationship with others definitely affects the way one communicates, whether positive or negative. As regards upbringing temperament, culture or values, it is least possible that these factors can change. The solution to deal with conflict as regards to these factors, is for the person to be aware how his/her own upbringing, values, temperament, influence an individual's conflict management styles. Other factors that influence how people make a response to conflict are gender, self-concept, expectations, situation, position/power, practice, determining the best mode, communication, and life experiences.

Application of Conflict Management Styles

Judith Musyoki (2013) conducted a study on Influence Of Administrators' Conflict Management Styles On Teaching Staff Job Satisfaction: A Case Study Of Pan Africa Christian University, Kenya. These are the findings: 1. Administrators and lecturers know and understand the different conflict management styles, use and



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significance in relation to job satisfaction. 2. The administrators utilized collaborative, accommodative and compromise styles to satisfy the teachers and resulted in improved performance. 3. Administrators practice competitive CMS and the lecturers enjoy their work and become active. 4. The use of accommodative conflict style impact lecturers' job satisfaction. The administrators' preferred accommodative CMS because it is highly cooperative. Avoidance conflict management was the least used by the administrators. It is recommended that the administrators should understand that gender, working experience, and academic qualification are associated with different conflict management styles. Good choice of conflict management style by the administrators will improve performance and establish strong relationship within the university. Another study shows that school administrators practice the accommodating conflict management style since as leaders they are with greater authority to decide on how a conflict will be dealt with appropriately (Gumiran, 2021).

Williams (2015) found in her study that effective management of conflict can produce effective teamwork and leadership, higher morale, increased productivity, satisfied customers, and satisfied employees. On the other hand, ineffective conflict management styles in the workplace can result to low levels of job satisfaction, resulting in high levels of turnover. The more a lower-level supervisor uses the compromising conflict management style, the more the job satisfaction level decreases. Finally, the results show that conflict management style avoiding, compromising, dominating, integrating, and obliging used by an individual have no significant relationship with their level of job satisfaction.

Hubbell's (2012) study discusses some impressions that faculty regularly hold of administrators and vice versa. Those impressions are frequently derogatory and can lead to conflict. In trying to understand that conflict, the author identifies three factors that lead to differences in the organizational cultures of faculty and administrators. Those



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factors include the tendency of administrators to view universities as open systems, while faculty members tend to view their institutions as being more closed systems. Second, their employment contracts are different: many administrators are at-will, whereas most permanent faculty members are either tenured or on the tenure track. Third, faculty members are likely to have a more cosmopolitan outlook and are thus more committed to their discipline rather than their institution, whereas administrators have more of a local orientation and demonstrate more commitment to their institution. These cultural differences often are manifested in a conflict over regulation, specifically in the areas of faculty autonomy, teaching evaluations, grade inflation, academic freedom and other various forms of regulation that administrators occasionally try to impose upon faculty members.

Ehinola (2014) investigated the conflict management styles of rural and urban secondary school principals in Ondo State. The study revealed that experience has a significant influence in the management of conflict in secondary schools. Hence, it was recommended that school principals both in Rural and Urban areas should be given enough orientation and Training on conflict management and resolution. Also, government should consider experience as one of the major criteria in the selection and appointment of school principals.

Ghaffar, Zaman, and Naz (2012) examine the most preferred styles of the public and private secondary schools' principals in District Charsadda (KPK). The findings reveal that the most preferred conflict management styles are compromising and accommodating. Teachers perceived that the administrators do not or never attempt to use avoiding in dealing with conflict. However, the conclusion is that all the principals should adopt the best style as the situation demands. It is recommended that principals should be given proper conflict management training on resolving interpersonal problems.



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According to Tabassi, et al., (2017) managing conflict cooperatively help build the ideal positive share to team performance in a multi-cultural environment while a high degree of team coordination also exists. To facilitate teamwork, Winter, Waner and Neal-Mansfield (2008) suggest that teachers should teach students group development, team development, steps in dealing with conflicts, and the process of decision making. In the field of business education, Keyton and Beck (2008) developed a pedagogical framework where students are allowed to self-assess their group interactions and processes like leadership, decision making and conflict management.

Mabunga and Mabunga (2014) surveyed the conflict management style of selected students from the four Faculties of the College of Teacher Development (CTD) and found out that the dominant conflict management style of students from the four Faculties of the College of Teacher Development (CTD) is that of collaborator. Although the students also tend to be compromiser, controller, accommodator, and avoider. It was recommended that the Philippine Normal University (PNU) develop a conflict management system that considers the various conflict management styles students use in resolving interpersonal conflicts. Significantly, when teachers and school administrators support effective conflict management styles there is a good chance of establishing a healthy environment in the workplace necessary in nurturing and achieving academic success among students (Morillos, 2018).

Moreover, the practice of appropriate conflict management styles promotes creativity of employees, sharpen capability to learning, enhance psychological well-being, improve commitment with organization, and strengthen teamwork (Schulz-Hardt, Mojzisch, & Vogelgesang, 2008). However, when disputes are not managed well, workers experience stress, poor decision making and judgment (Pruitt & Kugler, 2014).

The present study aims to provide a training on conflict management since all



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respondents belong to a teacher training institution- teachers, employees and prospective teachers.

Conflict Management Styles and Demographics

Studies show that cultural diversity, work environment and experience and interdependence of people in the organization cause conflict. These mentioned issues are influenced by other demographic factors like gender, age, education, position, marital status, and parenthood.

Gender

Today, women occupy managerial positions in any organization. With women occupying positions that require decision-making, it is possible that there is an effect of gender differences in the capability to manage conflict.

Several research results show that women were found to use the avoiding style more than men, while men were more likely to use the compromising style more than women (Islamoglu, Birsal, and Boru, 2008), while Rahim (1983) found that women were inclined to use cooperative styles like obliging and integrating more than men.

The study of Brahnam, Margavio, Hignite, Barrier and Chin (2005), show that both men and women show a tendency to use conflict management strategies that complement gender role expectations in managing conflict. Women favor accommodating strategies, whereas men tend to be more confrontational, aggressive and competitive. Considering the gender role point of view, competitive behavior seems consistent with a masculine gender role, while accommodating behavior goes with a feminine gender role. Evidence also suggests that men are more avoiding in their style of handling conflict which concur exactly with gender role expectations, that men are expected to stay “cool” and “in control” (Vokić and Sontor, 2010) and that gender role determines the reaction of the individual to conflicts (Brewer, et al., (2002).



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Meanwhile, the study of Mokhtarpour, & Mokhtarpour (2013) reveal a statistically significant difference between gender and the use of the five-fold approach in the domination style. The principals frequently use the compromise mode followed by collaboration and accommodation, domination and avoidance. There was a significant relationship between the principals' level of income and the use of collaboration and accommodation styles.

According to the study of Holt and Devore (2005), about gender comparisons, there are differences in the self-reported use of compromising and forcing. Females use compromising more than men by a sizable margin (Ting-Toomey & Oetzel, 2003). There are no differences between women and men in reported use of smoothing and withdrawing. This is contrary to popular opinion that women are more inclined to smooth over conflict or withdraw from it altogether (Holt & DeVore, 2005). This line of reasoning is supported by the belief that masculine and feminine characteristics are learned, especially when individuals get higher rank or move to higher positions.

However, the study of Thomas (2008) shows that competing and collaborating styles tend to be used more at higher levels in the organization while avoiding and accommodating tend to be used less. Compromising decreases at both highest and lowest levels. As to gender, men use competing more than female in all organizational levels and there is no evidence that the conflict management styles of men and women confluence at higher levels in the organization. All in all, the study gives a more detailed scenario of the differences on managing conflict by organization level and gender.

The study of Hasani, K., Boroujerdi, S.S., Sheikhesmaelli, S. and Aeni, T. (2014) reveals that women prefer problem-solving when handling conflict and men prefer forcing more than women regardless of roles in the organization.

It was found out among teachers that male academics are inclined to be more



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tolerant and flexible, while female teachers tend to be less offensive toward colleagues (Cetin & Hacifazlioglu, 2004).

Age

Studies reveal that age is a factor of organizational conflict. Havenga (2006) discloses that younger individuals are more inclined to use the dominating conflict handling style while older people choose compromising (Pinto & Ferrer, 2002), and prefer collaborating (Cetin & Hacifazlioglu, 2004). It was observed that age is an important variable affecting conflict handling styles. As academics and teachers get older, they are more flexible and constructive when they talk with their peers. They use more often collaboration styles.

Education

Researches show that education impact the causes of organizational conflict.

Smith and Magill (2009 in Hasani, et.al., 2018) pointed out that education might be a driving force of dispute by fueling grievances, stereotypes, xenophobia and other antagonisms. According to Pinto & Ferrer (2002) people of higher educational level mostly prefer competing style of managing conflict. Although education can also contribute to conflict resolution and peace building. Education may cause some sort of misunderstanding in a society but it also creates a peaceful resolution in the end (Dupuy, 2009).

Work Experience

Experience is very important in managing conflict in the school. According to Ehinola (2012) less-experienced school leaders tend to use force or command, authority and traditional strategies in dealing with conflicts in their respective schools, while the experienced principals are inclined to use agreement, mediation and bargaining appeal to



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subordinate. Further, the differences on preferred conflict handling techniques depend on the profession of the individuals (Goodwin, 2002; Hignite, Margavio & Chin, 2002). In terms of experience, those teachers with at least 11- 20 years of experience choose compromising style than those with one to five and 21 years and above years of experience. It would be possible to think that they have already reached a stable point in their career that is why they behave in a more compromising way.

A study among Israeli nurse managers in general hospitals has found that there is no correlation between the demographic characteristics and conflict management styles. However, tenure or years in position influence the choice of collaborating styles. The more years a head nurse has occupied the position, the more often she used the collaborating style for handling conflict (Hendel et al., 2005).

Position

Practice of conflict handling strategies differ across hierarchical levels. Individuals in the upper organizational positions are found to be greater on the competitive and collaborating styles while people with lower status prefer and report higher use of avoiding, accommodating and compromising (Brewer, Mitchell & Weber, 2002). Another study by Brewer (2002) shows that upper organizational status employees favor an integrating (collaborating) style, but not dominating (competing) technique. This is based on the principle that individuals occupying higher positions have experienced types of conflicts that made them realize the importance of using various styles of resolving conflicts.

Another study shows that the faculty or department affects the conflict management styles. The members of the faculty of education use accommodation and collaboration more than the teachers in the faculty of business administration (Cetin and Hacifazlioglu, 2004).



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Marital Status

Studies acknowledge that gender predicts dominating conflict handling styles and marital status would possibly predict the use of avoiding style (Goel, 2013). According to Riaz, K.R., et al., (2016), even though there is no significant relationship between marital status and conflict handling style, it is a common belief that married people and those with children are compelled to use more cooperative conflict handling approach. Individuals who have children demonstrate significantly higher use of avoiding, accommodating and compromising styles than those with no children. The avoiding, accommodating and compromising styles of resolving conflict are characterized by low or moderate concern for self, exactly the way people with younger children, should think and behave. One more thing, married people prefer to practice accommodating conflict handling style than unmarried in order to build and live a happy married life. In order to do so, people often have to set aside their own interests, and place their family's interests above their own.

According to Gordon (2008) gender, marital status and parenthood have significant relationship with the accommodating style, gender and parenthood are highly related to compromising approach, and parenthood is significantly related to avoiding strategy. However, age, educational attainment, field of work and hierarchical level have no relationship to different conflict management strategies. Though both men and women prefer using the integrating approach.

Still on demographics and conflict management styles, the study of Chathurangi and Padmasiri (2014) indicates that only gender significantly influences the conflict management styles of bank employees in the Western Province of Sri Lanka; no significant differences between age groups. However, significant difference between married and unmarried individuals appears on the competing styles, Christians and Hindus prefer the collaborating style; work experience in the compromising styles; and



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educational qualification shows significant difference on the competing style.

The results of the study conducted by Brewer, et al., (2002) revealed a significant difference between upper and lower status employees in relation to conflict management styles. There was a significant difference between upper and lower status employees in relation to accommodation style. Lower status employees were found to be more accommodating than their upper status counterparts. Upper organizational status employees were found to prefer an integrating (collaborating) style, but not the dominating (competing) style. The explanation brought for this finding is that people at the upper organizational levels experience particular types of conflict that have taught them to realize and put into use various types of solutions.

Moreover, the study of Bennagen and Ye (2016) found that majority of the teachers who hold bachelor's degree, age 49 years old and below, with at least 10 years of work experience, use compromising, collaborating and accommodating, and often, use avoiding and dominating occasionally. The study further reveals as regards the educational background their conflict management styles are accommodating and compromising; by their age are compromising and accommodating; and by their years of work experience are collaborating, compromising, and accommodating. Lastly, no significant relationship exists between the teachers' demographics and their conflict management styles.

As regards conflict management, Bartolata (2014) suggests that conflict resolution in any workplace needs to adopt a conflict management model that features eight-step process: defining the conflict, gathering the information, generating possible solutions, evaluating possible solutions, developing an action plan, developing a contingency plan, implementing a solution, and learning from the experience, to help resolve dysfunctional conflicts in the workplace.



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Summary of Literature Review and Gap

The reviewed literature reveals an immense study on the reality and importance of conflict, conflict management, conflict management styles and the impact of demographic factors such as age, gender, marital status, religion, culture, tenure, position, and education to conflict management styles of the people of an organization whether business or academic. The huge relevant information which are found among research articles suggest how conflict can be turned into constructive or functional by means of choosing appropriate conflict management styles and using effectively combinations of the certain styles. In the advent of very high interest in conflict management, the influence of demographic characteristics on conflict management techniques is still under exploration. The investigations conducted studying the relationship between conflict management styles and demographic variables have involved mostly gender and the results are not consistent (Çetin and Hacızazlıoğlu, 2004.)

Notably, the researcher found demographics do not include the performance rating and ethnicity of the respondents. The relationship between these demographic variables and conflict management styles has not extensively been tested while these relationships are considered to be important to improve personal and organizational relations. Admittedly, the present study is similar to the cited literature because it will explore the conflict management styles of the faculty, staff and student leaders, the relationship of the CMS with the demographic profiles and to craft a capability training for faculty, staff and student leaders.

1.4 Statement of the Problem/Purpose

The purpose of the study is to explore the different conflict management styles employed by the administration, faculty, staff and students and develop a possible



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framework of conflict management training for Philippine Normal University North Luzon.

Specifically, the study will seek to answer the following questions:

1. What is the demographic profile of faculty in terms of:

- 1.1 Age?
- 1.2 Gender?
- 1.3 Civil Status?
- 1.4 Ethnicity?
- 1.5 Number of children?
- 1.6 Educational qualification?
- 1.7 Years in service?
- 1.8 Rank?
- 1.9 Administrative position?
- 1.10 Performance?

2. What is the demographic profile of staff in terms of:

- 2.1 Staff?
- 2.2 Age?
- 2.3 Gender?
- 2.4 Civil Status?
- 2.5 Ethnicity?
- 2.6 Number of children?
- 2.7 Educational qualification?
- 2.8 Years in service?
- 2.9 Administrative position?
- 2.10 Performance?
- 2.11 Students



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3. What is the demographic profile of student in terms of:
 - 3.1 Age?
 - 3.2 Gender?
 - 3.3 Civil Status?
 - 3.4 Ethnicity?
4. What are the conflict management styles of faculty, staff and student leaders of PNUNL as perceived by themselves?
5. Is there a significant relationship between the demographic profile and conflict management styles of, faculty, staff and student leaders?
6. What possible Conflict Management Training Program can be developed based on the results?

Hypotheses

There is no significant relationship between the perceived conflict management styles of faculty, staff and student leaders and their demographic profiles.

1.5 Conceptual Framework

Conflict happens instantly or gradually. In an organization, having an effective conflict management style is important for leaders and individuals and it is essential that they recognize how conflict can be constructive or destructive depending on the approach that is taken during the conflict (Boulter, et al., 2001). For this reason, conflict management skills are very important for an individual to perform effectively in whatever capacity in an institution. For student leaders, learning to resolve conflict necessitates learning new cognitive and behavioral skills (Hede, 2008). Feedback and instruction permit the students to develop their capabilities to explore and apply the principles of conflict management so that in the future they can effectively coach others.



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Conflict may arise anytime within an interaction between and among individuals. The context is the emphasis on relationships. Therefore, whether the cause is lack of common listening skill or the complex ideas and actions that stem from a person's spiritual principles (Goldberg, 2009), individuals cannot live successful life without the knowledge and practice of a good conflict management style.

Conflicts exist in schools, happen daily and believed to be relevant since gap or misunderstanding is a result of multiple interpersonal relationships. Since conflict is part of school life, this implies that teachers, other employees and student leaders must possess the competencies to deal with conflict constructively (Valente, Lourenço and Németh, 2020).

This study is anchored on Conflict Management Styles by Kilmann and Thomas (1975, Updated 2002), Conflict prevention and competence (Fisher and Ury, 1981), and Contact Theory (Allport, 1954). The model of conflict management styles initially presented by Blake and Mouton (1964) and further developed by Kilmann and Thomas (1975) and Rahim (1983) presents five conflict handling strategies. The styles for managing conflict were based on two basic dimensions: "concern for self" and "concern for others." The integrating/ collaborating style refers to cooperating and joining forces with the other party involved in the conflict. It involves working together between parties. The obliging/accommodating style refers to being helpful and being considerate of the welfare of others. It tends to smooth over differences and focus on how the parties can come to agreement. The dominating/competing style refers to being in charge and in control of the other party involved in the conflict. It is described as forcing one's beliefs and ideas to the extent of sacrificing other people's expense. The avoiding style involves withdrawing and keeping away from the conflict situation. The compromising style refers to give-and-take principle in search for solutions beneficial to both parties involved.

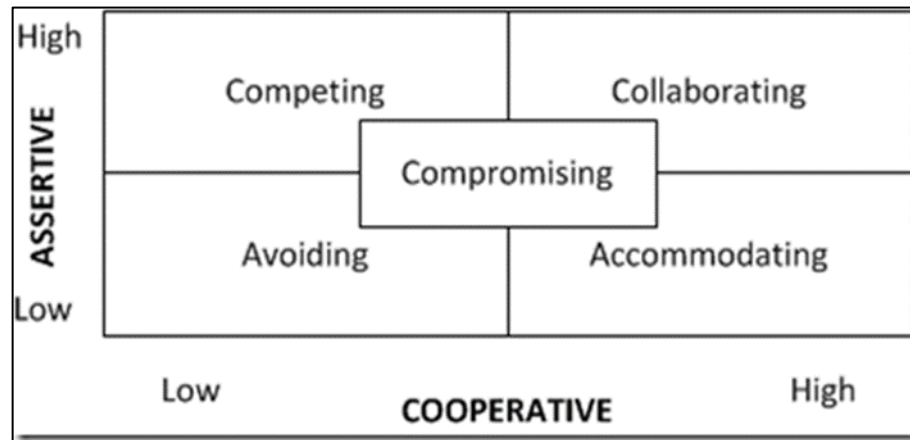


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Thomas-Kilmann Conflict Mode Instrument (1974, 2002)

Figure 1. The Thomas Kilmann Conflict Mode Instrument is a model for handling conflict



Fisher and Ury's Four Principles of Negotiations (1983) identified four principles of effective negotiation- 1) Separate the people from the problem, 2) Focus on interests not position, 3) Invent options for mutual gains, and 4) Insist on using objective criteria upon which to base agreement. The principles aver that understanding the difference in culture and personality traits influence how people negotiate. When these differences are considered, an important step is done towards a better understanding of the negotiation process that may lead to more integrative mediations in the future.

In universities, faculty and students encounter conflicts that are task related and relationship- based which need amicable settlement. In order to do, both faculty and students need to acquire appropriate and effective strategies in handling interpersonal conflicts for academic departments to function smoothly (Cetin & Hacifazlioglu,2010). Consequently, when faculty, staff and students learn to be very objective in managing conflict, harmony in relations increase, productivity and outstanding performance take place, thus achieving the goal of the organization is smooth and easy.



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The Intergroup Contact theory of Allport (1954 cited in Ives, Alama, Oikonomidou, and Obenchain (2016) posits that interactions between individuals in different social groups occur between the groups under conducive circumstances is a worthy strategy to reduce intergroup hostility and prejudice between majority and minority group members. This means that contact contributes positively in reducing prejudice and promoting more positive intergroup attitudes. Obviously, when people from varied cultural backgrounds work together, conflicts naturally occur and due to that fact, good and efficient conflict management strategies are needed. Hence, the possible impact of effective conflict handling is significant to policy work.

In the process, the teaching and non-teaching employee's social and professional behavior will serve as model on how these employees resolve conflict among them. There are strategies on how to handle and resolve conflicts that will enable administrators, faculty, staff and students formulate their own conflict management system design according to their respective needs. Therefore, faculty, staff and students by constant positive intergroup contact may learn and practice using appropriate and effective conflict management styles (McKibben, 2017).

Ideally, all administrators, faculty, students, school personnel, parents, and stakeholders working together should undergo conflict management skills training. The more people are equipped with conflict management skills, the more the skills will be valued, modeled, encouraged, and practiced by people in conflict situations. Consequently, conflicts may be prevented or minimized and harmony and high productivity in the workplace may prevail. To achieve this goal, there is a need to come up with a conflict management training program (Mabunga, et.al. 2014, McKibben, 2017).



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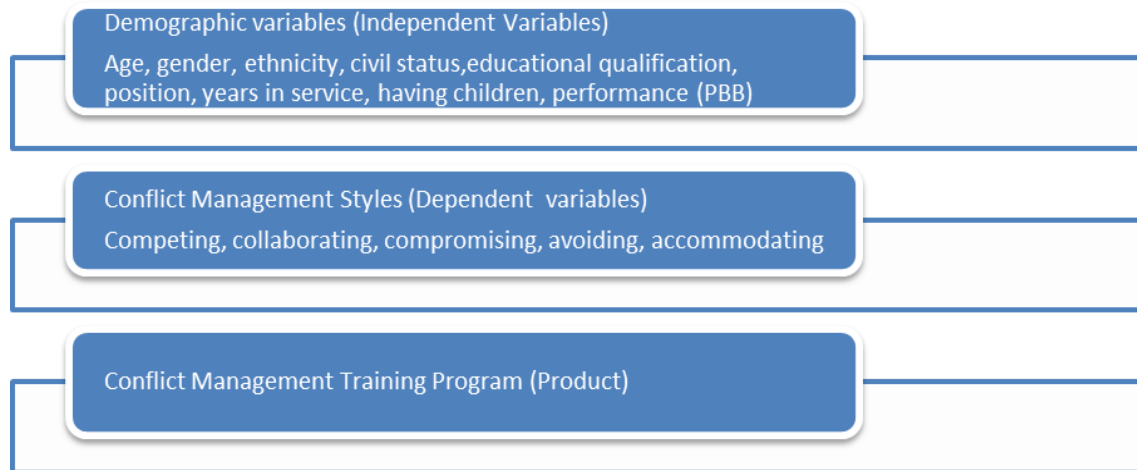


Figure 2. Paradigm of the study

1.6 Scope and Delimitation

The study encompasses the description of the conflict management styles and selected demographics of the administrators, faculty, staff and student leaders of the Philippine Normal University North Luzon, Alicia, Isabela. It also describes the relationship between their CMS and demographics and proposes a training program for employees and student leaders. The research does not focus on the implication of the study on the policy making aspect of the institutions regarding conflict resolution or conflict management.

1.7 Definition of Terms

Terms used in the study are either conceptually or operationally defined for better understanding.

Accommodating. In this study, accommodating is a CMS described as willingness of an individual to put the interest of the other party above his or her own and an attitude that in some cases takes the form of generosity.



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Avoiding. In this study, avoiding is a CMS described as staying away from the conflict situation where parties withdraw and in some cases in order to suppress the issue.

Collaborating. A CMS demonstrating partnership or common ground agreed upon by conflicting individuals in order to achieve both of their goals.

Competing. A CMS demonstrating an aggressive behavior to make sure that only his/her needs and interests are met regardless of the effect on the other party involved in the conflict.

Compromising. A CMS demonstrating a self-sacrifice to satisfy the needs of the other party either to seek consent and approval, and/or simply to be kind and supportive of others.

Conflict. Any issue or action during interaction that arises from misunderstanding, lack of communication, antagonism, difference in motives, interests, spiritual belief, age, gender educational background and position/rank/status.

Conflict management. A process where an attempt is made to resolve disputes to minimize negative results and to prioritize positive outcomes (Andreev, 2021)

Conflict management styles. Consists of the conflict management styles developed by Thomas and Kilmann (1975, updated 2002) which include avoiding, competing, compromising, accommodating, and collaborating.

Conflict resolution techniques. Refers to technique or strategy in managing conflict. In this study, the term will be used interchangeably with conflict management styles.

Intergroup Contact Theory. A theory that suggests positive effects of intergroup contact happen under conducive contact situations characterized by these situations: equal status, intergroup cooperation, common goals, and support by social and institutional authorities (Everett, 2013).



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Negotiation means any discussion with an aim of coming to an agreement.

Personal conflict is a dispute between individuals with a mutual dislike or personality clash caused by differing values, interest, and goals.

Professional conflict. In this study, professional conflict is also called organizational conflict, or workplace conflict, which is a state of dissension brought up by the actual or deemed opposing needs, motives, values and interests between people working together

Intergroup relations refer to interplays between individuals in different social groups, and to interchanges taking place between the groups themselves collectively. (Social and Personality Psychology Compass 11(1): e12295)

Social groups. Refers to the category of individuals as administrator, faculty, staff, and students grouped according to sex, age, civil status, education, position (with or without leadership roles), ethnicity, with or without children, and work experience.

Staff. Refers to employee with regular, administrative, and supervisory functions, inclusive of Job Orders and Contract of Service, working in the company.

Training Program. Refers to the enhancement capability training to equip faculty, staff and students with skills in conflict management and conflict resolution to promote harmony in relations with other people from different social groups.

Workplace conflict. This refers to any dispute when goals or interests of the individuals are mismatch or oppose each other (Henry, 2009).



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CHAPTER 2

RESEARCH METHODS

This chapter describes the research method used by the researcher in the conduct of the study, the respondents, the selection and description of respondents, the data gathering instrument, and statistical treatment used and analysis of data.

2.1 Research Design

The descriptive correlational research design was used in this study as it covers the relationship between administrators, faculty, staff and students' conflict management styles and demographic profiles. Descriptive research gives an accurate picture of characteristics of a specific individual, situation or a group. Meanwhile, correlation is a statistical measure of the expanse two variables are related (Fraenkel and Wallen, 1994, 2012).

2.2 The Respondents

The 34 faculty (including the Executive Director & Provost and members of the management team), 12 staff and 107 student leaders (Student Government, Clubs and Classroom Officers) were the respondents in the study.

Sampling

Stratified Random Sampling was used. The stratified sampling is a strategy in selecting samples in a way that specific subgroup will have enough number of representatives in proportion to the population. In this study, the strata (social groups) are selected and represented by 75% of the population.



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Table 2.1

Stratified Random Sampling

Social Group	Population	Sample size
Faculty	34	26
Staff	14?	12
Student leaders	143?	107
Total	191	145

2.3 Data Gathering Instrument

The Conflict Management Styles Questionnaire

The Thomas-Kilmann Conflict Mode Instrument (TKI) by Thomas and Kilmann (1975, Updated 2002) was adopted and used by the researcher. The assessment takes less than fifteen minutes to complete and yields scores in the areas of avoiding, competing, compromising, accommodating, and collaborating. Standard as it is, the questionnaire in order to fit the local context was validated using Expert Validation, Inter-rater Reliability (I-CVI) and Cronbach's Alpha for internal consistency.

The Survey questionnaire is made of two parts. The first part is on the demographic profiles of respondents and the second part is the Conflict Management Styles (See Appendix E).

The questionnaire is composed of 30 items covering the five Conflict Management Styles. Below are the strategies categorized into five Conflict Management Styles (CMS).



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Table 2.2

The Conflict Management Styles

Conflict Management Styles	Item Number
COMPETING	
1. I am usually firm in pursuing my goals.	3A, 8A, 10A, 17A, 28A
2. I try to win my position	6B
3. I make some effort to get my way.	9B
4. I am firm in pursuing my goals.	10A
5. I press to get my points made.	13B
6. I try to show him the logic and benefits of my position.	14B, 25A
7. I try to convince the other person of the merits of my position.	16B
8. I assert my wishes.	22B
COLLABORATING	
1. I attempt to deal with all of his and my concerns	2B
2. I consistently seek the other's help in working out a solution.	5A, 28B
3. I attempt to get all concerns and issues immediately out in the open.	8B, 11A, 19A
4. I tell him my ideas and ask him his.	14A
5. I attempt to immediately work through our differences.	20A
6. I always lean toward a direct discussion of the problem.	21B
7. I am very often concerned with satisfying all our wishes.	23A, 26B
8. I always share the problem with the other person so that we can work it out.	30B
COMPROMISING	
1. I try to find a compromise solution.	2A, 4A, 10B
2. I give up some points in exchange for others.	7B
3. I will let him have some of his positions if he lets me have some of mine.	12B
4. I propose a middle ground.	13A
5. I try to find a fair combination of gains and losses for both of us.	20B
6. I try to find a position that is intermediate between his and mine.	22A
7. I try to get him to settle for a compromise solution.	24B
8. I look for middle ground.	26A, 29A



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Table 2.2 *cont'd*

AVOIDING	
1. There are times when I let others take responsibility for solving the problem.	<i>1A, 23B</i>
2. I try to do what is necessary to avoid useless tensions.	<i>5B, 15B</i>
3. I try to avoid creating unpleasantness for myself.	<i>6A</i>
4. I try to postpone the issue until I have had some time to think it over.	<i>7A, 19B</i>
5. I feel that the differences are not always worth worrying about.	<i>9A, 29B</i>
6. I sometimes avoid taking positions which could create controversy.	<i>12A, 27A</i>
7. If it makes the other person happy, I will let him maintain his views.	<i>18A</i>
8. I try to avoid creating unpleasantness for others.	<i>6A</i>
ACCOMMODATING	
1. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.	<i>1B</i>
2. I might try to soothe the other's feelings and preserve our relationship.	<i>3B, 11B</i>
3. I sometimes sacrifice my own wishes for the wishes of the other person.	<i>4B</i>
4. I try not to hurt the other's feelings.	<i>16A, 30A</i>
5. If it makes the other person happy, I might let him maintain his views.	<i>18A, 27B</i>
6. In approaching negotiations, I try to be considerate of the other person's wishes.	<i>21A</i>
7. If the other's position seems very important to him, I would try to meet his wishes.	<i>24A, 25B</i>
8. I usually try not to hurt the other's feelings.	<i>16A</i>

2.4 Data Gathering Procedure

- 1. Thomas-Kilmann Conflict Mode Instrument.** The survey questionnaire was personally given by the researcher to the respondents to gather their demographic profiles and conflict management styles.
- 2. Interview.** An interview through questionnaire (open-ended questions) with selected faculty, staff, and students were done to gather information not covered by the survey



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questionnaire. The interview questions were administered online. There were difficulties in gathering data, such as long delay in answering and returning the questionnaires. Several attempts were made by the researcher to seek responses from the seven Faculty members to maximize the sample but to no avail. Unfortunately, the reasons included were either the instrument was lost or misplaced, and they were too busy at work.

3. Focus Group Discussion. FGD was conducted with selected respondents to validate quantitative data and to gather supplementary input on CMS from faculty-administrators/heads, faculty, and staff. Three faculty members who have designations as Executive Director, Director for Administration, Finance and Development, and an Associate Director in the Graduate School and three staff were involved in the FGD. No FGD was done with student leaders due to the researcher's nature of work as Property Officer. To resolve the issue, the researcher has requested the assistance of one faculty member to assist him in the data gathering by administering the interview instrument to the student leaders.

2.5 Statistical Analysis

2.5.1 Content Validity

The instrument has undergone content validation by five experts. All of them are expert educators and researchers seasoned by work experiences as leaders and exemplar teacher-educators. Using the I-CVI (the experts in agreement divided by the number of experts), the inter-rater reliability showed very high agreement with $k=0.91$. (See APPENDIX C)

2.5.2 Internal Consistency/Reliability

The instrument was tested for reliability for internal consistency of items. The Cronbach Alpha 0.95 shows that the reliability of the instrument is very high. (See APPENDIX D)



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2.5.3 Statistical Treatment

To make an accurate analysis of the quantitative data, the following statistical treatments were utilized: the descriptive statistics- the measure of central tendency such as mean ($\bar{X}$), frequency distribution (N), and percentage (%) to determine: (a) conflict management styles of administrators, faculty, staff and students as perceived by themselves; the Z-test for independent sample means to determine the ratio of proportion of difference between the conflict management styles as perceived by the respondents and the Chi square to determine any relationship between conflict management styles and demographic profiles of respondents.

2.6 Ethical Considerations

The study required human participation in order to gather needed information. First, the researcher sought permission to conduct a study from the Office of the Executive Director and Provost. Second, the researcher prepared letters to prospective participants (faculty, staff and student leaders) informing them the nature and objectives of the research. The participants were also told that their participation is voluntary, hence, there would be no monetary reward.

Furthermore, the researcher as an employee of the locale disclosed that no financial assistance from the institution has been extended to him. There is no financial or social factors to compromise his judgment, decisions and actions in the workplace because the sole purpose of the research is for academic requirements and professional development. After having been oriented, the participants signed the Informed Consent form providing privacy and confidentiality clauses.



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Lastly, the research is limited to description of the existing conflict management styles of employees (faculty and staff) and students and possible enhancement program.

The Conflict Management Styles of faculty with administrative designations and regular faculty members were not treated separately for in-depth implications on conflict management resolution to avoid suspicion of conflict of interest or risk of prejudice in the workplace.



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CHAPTER 3

RESULTS AND DISCUSSIONS

This chapter presents the results and discussion of the study particularly the respondents' demographics and their conflict management styles as basis for a proposed conflict management training program.

3.1 Demographic Profile of the Faculty

Table 3.1 shows the frequency and percentage distribution of faculty grouped according to gender, age, civil status, ethnicity, number of children, educational qualification, years in government service, years in service at PNUNL, rank, administrative/managerial position and performance rating. It can be gleaned from the table that there are more employed female (14) than male (12) faculty members. *With regard to age and status, 14 respondents fall within age range of 50 years and below and 17 respondents are married or widow while 9 of the respondents are single.*

Ilokano respondents have a frequency of 15 while non-Ilokano consists of 11 respondents. It can be observed that 15 respondents have 2 or more children while 11 respondents have none or one child. The highest education attained by the respondents is doctorate with a frequency of 15 while 11 respondents have master's degree. For the number of years in service and years rendered at PNUNL, 12 respondents have rendered service for 20 years and above while 13 respondents have rendered service at PNUNL for 19 years and below.

Moreover, 18 respondents have a rank of associate professor or professor and 8 respondents have a rank of assistant professor or instructor. The faculty respondents with administrative position of dean or associate dean are 14 and 12 respondents have no



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designation. As for the respondents' performance, 12 respondents attained good or better while 5 respondents have been recognized as best.

Table 3.1

Frequency and Percentage Distribution of Faculty Grouped According to Demographics

Gender	<i>Frequency</i>	<i>Percent</i>	Educational Qualification	<i>Frequency</i>	<i>Percent</i>
Male Female	12	46.2	PhD/EdD	15	57.7
			MA	11	42.3
	14	53.8	Bachelor's Degree	-	-
			College Level (Not indicated)	-	-
Total	26	100	Total	26	100
Age			Years in Service		
20 – 29	1	3.8	1 – 10	4	15.4
30 – 39	4	15.4	11 – 20	5	19.2
40 – 49	9	34.6	21 – 30	7	26.9
50 – 59	7	26.9	31 – 40	4	15.4
60 and above	3	11.5	41 – 50	1	3.8
(Not indicated)	2	7.7	(Not indicated)	5	19.2
Total	26	100	Total	26	100
Civil Status			Years in PNUNL		
Single Married Widow	9	34.6	1 – 10	7	26.9
			11 – 20	6	23.1
	16	61.5	21 – 30	8	30.8
			31 – 40	2	7.7
	1	3.8	(Not indicated)	3	11.5
Total	26	100	Total	26	100
Ethnicity			Rank		
Ilocano	15	57.7	Professor	5	19.2
Ibanag	3	11.5	Associate Professor	13	50.0
Tagalog	4	15.4			
Yogad	1	3.8	Assistant Professor	4	15.4
Malaweg	1	3.8			
Itawes	2	7.7	Instructor	4	15.4
Ifugao	-	-			
Gaddang	-	-			
(Not indicated)	-	-			
Total	26	100	Total	26	100



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Table 3.1 *cont'd*

Number of Children			Administrative Position		
0	9	34.6	Dean		
1	2	7.7	Associate Dean	1	3.8
2	5	19.2	Head/In-charge	3	11.5
3	9	34.6	None	10	38.5
4	1	3.8	Staff	12	46.2
5	-	-		-	-
9	-	-			
Total	26	100		26	100
Years in Service			Performance		
1 – 10	4	15.4			
11 – 20	5	19.2	Best	5	19.2
21 – 30	7	26.9	Better	10	38.5
31 – 40	4	15.4	Good	2	7.7
41 – 50	1	3.8	(Not indicated)	9	34.6
(Not indicated)	5	19.2			
Total	26	100	Total	26	100

3.2 Demographic Profile of the Staff

Table 3.2 shows the profile of staff according to gender, age, civil status, ethnicity, number of children, educational qualification, years in government service, years in PNUNL, administrative position, and performance. The rank is not included in the profile since no one indicated his/her rank i.e., Administrative Officer I, III or IV.

The data show that ten male and four female staff respondents are employed. With regard to age and status, age 40 above and age 39 below have the same frequency (7) and 11 respondents are married while 3 respondents are single. For civil status and ethnicity, 11 respondents are married, one is widow and 3 respondents are single. There are 7 Ilokano respondents while non-Ilokano staff consists of 7 respondents.



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It can be drawn from the data that 10 respondents have 2 or more children while three respondents have one child and one is childless. The highest education attained by the respondents are college level or graduate with a frequency of 9 while 3 respondents have master's degree. For the number of years in the service and years rendered at PNUNL, 6 respondents have rendered service for 19 years and below while 5 respondents have rendered service at PNUNL for 20 years and above.

The 14 staff respondents have the same rank and the same performance.

Table 3.2

Frequency and Percentage Distribution of Administrative Staff Grouped According to Demographics

Gender	<i>Frequency</i>	<i>Percent</i>	Educational Qualification	<i>Frequency</i>	<i>Percent</i>
Male Female	10 4	71.4 28.6	PhD/EdD	0	0
			MA	3	21.4
			Bachelor's Degree	7	50.0
			College Level	2	14.3
			(Not indicated)	2	14.3
Total	14	100	Total	14	100
Civil Status			Years in PNUNL		
Single Married Widow	3 10 1	21.4 71.4 7.1	1 – 10	4	28.6
			11 – 20	4	28.6
			21 – 30	5	35.7
			31 – 40	0	0
			(Not indicated)	1	7.1
Total	14	100	Total	14	100



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Table 3.2 *cont'd*

Ethnicity		Performance			
Ilocano	7	50.0			
Ibanag	-	-			
Tagalog	-	-			
Yogad	3	21.4	Best	0	0
Malaweg	-	-	Better	9	64.3
Itawes	-	-	Good	0	0
Ifugao	1	7.1	(Not indicated)	5	35.7
Gaddang	1	7.1			
(Not indicated)	2	14.3			
Total	14	100	Total	14	100
Number of Children					
0	3	21.4			
1	1	7.1			
2	5	35.7			
3	2	14.3			
4	0	0			
5	2	14.3			
9	1	7.1			
Total	14	100			

3.3 Demographic Profile of Student Leaders

Table 3.3 indicates the demographic profile of student respondents in terms of gender, age, and ethnicity. Out of 107 respondents, 83 students are female and 24 students are male. There are 56 students aged 18 and below while 51 students whose age range fall under above 18 years. Regarding the ethnicity of the respondents, there are 76 Ilocano respondents, 8 Ibanag respondents, 11 Tagalog respondents, and 12 respondents with another ethnicity.

All of the respondents are single.



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Table 3.3

Frequency and Percentage Distribution of Student Leaders Grouped According to Demographics

Gender	<i>Frequency</i>	<i>Percent</i>	Ethnicity	<i>Frequency</i>	<i>Percent</i>
Male	24	22.4	Ilocano	76	71.0
Female	83	77.6	Tagalog	11	10.3
			Ibanag	8	7.5
			Kalinga	4	3.7
			Igorot	2	1.9
			Yogad	2	1.9
			Ibaloi	1	0.9
			Ifugao	1	0.9
			Gaddang	1	0.9
			Tinguian	1	0.9
Total	107	100	Total	107	100
Age	Civil Status				
15	2	1.9	Single	107	100
16	1	0.9			
17	31	29.0			
18	22	20.6			
19	31	29.0			
20	20	18.7			
Total	107	100	Total	107	100

3.4 Conflict Management Styles of Faculty

Conflict and Causes of Conflict

To find out whether conflict is present in the University, an interview was conducted wherein the occurrence of conflict has been deduced from the responses on the question regarding the common causes of conflict between and among faculty.



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Interview results on common causes of conflict according to Faculty are:

1. Communication

Communication gap and being closed minded (F17, F19, F26)

Poor communication (F18)

Wrong speech about other people (F21)

*Hindi pagkakaunawaan at kulang ng pagpapaliwanag sa mga bagay-bagay.
(Misunderstanding and lack or inadequacy of explanation on things/issues). (F22)*

Misunderstanding of goals and expectations (F18)

(F19)

Poor communication. (F25)

When either party/person do not acknowledge the talents, situations or

Circumstances of the other party/person. (F25)

*Some of the most common reasons for me would be miscommunication since our
words are misinterpreted sometimes by others (F26)*

2. Different views/philosophy

*Common sources of conflict are the different philosophies and views about reality.
(F20)*

Disagreement of views about some issues; (F21)

Differences in opinions or principles (F23)

When both parties/persons failed to see each other's point/s of view (F23)



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Misunderstanding with contradicting ideas or opinions, different values of people, factionalism,

Misunderstanding of goals and expectations (F18)

...personality clashes when we do not really “click” in terms of values and philosophies, and unrealistic workloads given or assigned by someone who are in authorities. (F26)

3. Competition

competition in one’s work (F21)

subjective competition for position (F19),

4. Lack of cooperation

lack of cooperation when a person does not get what she/he wants (F21)

5. Attitude

pride, status, recognition, etc, selfishness (F21)

selfishness, greediness. (F19)

Laziness, Personality (F21, F26)

6. Poor Work habits

7. Poor Leadership,

In my personal experience, the most common reasons for conflict with other people are the following: Poor leadership skills of leaders. (F19)

8. inequity, faculty loading & no. of preps (F21, F19)



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The common causes of conflict according to the faculty are communication (miscommunication, poor communication) disagreement, competition, lack of cooperation, opposing personal views/philosophies, indifference, laziness, poor work habits, poor leadership skills, factionalism, inequity, faculty loading & number of preparations, misunderstanding of goals and expectations. Conflict is present among faculty of the PNUNL as explicitly disclosed and those conflicts sprung from varied reasons identified by Chan and Chen (2010) such as poor communication, poor task management, being self-centered, different values, lack of sense of responsibility and initiative. This finding further supports the theories that conflict is natural (Vokic & Sontor, 2010, Siraji, 2019) and cannot be avoided (Adeyemi, 2009) in any organization between and among the people therein with different objectives (Lee, 2008).

Faculty Demographic Profiles and Conflict Management Styles

Table 3.4 shows the relationship between the demographic profile and conflict management style of the faculty. As seen on the data, male respondents make use of compromising and avoiding strategies while female respondents use avoiding in resolving conflicts. This result negates the finding of Vokic and Sontor (2010) that female employees practice significantly more accommodating and compromising management strategies than men.

As to age, respondents whose age fall under below 50 resolve conflicts by compromising while 50 and above respondents resolve conflicts by avoiding.

Both married or widow and single respondents prefer avoiding conflicts.

In addition, Ilocano respondents prefer avoiding to resolve conflicts while non-Ilocano respondents choose collaborating, compromising, and avoiding to settle interpersonal conflicts.



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For faculty respondents with none or one child, they prefer avoiding the conflict while respondents with two or more children are inclined to compromising when settling conflicts. In addition, faculty members with a rank of associate professor or professor would resolve the conflict by means of avoiding and faculty members with a rank of assistant professor chose compromising to settle the conflict. With regard to respondents with administrative post, they both prefer avoiding the conflict at hand.

Faculty respondents who are best performers opt to resolve the conflict by collaborating and compromising while faculty respondents whose performance is good or better opt to resolve the conflict by avoiding the situation.

On compromising conflict management styles, faculty members explain:

"I have to consider the personality/individuality of the other person. Reconsider each other's opinion, then compromise." (Faculty 9)

"Listen to one's another concern. Be objective in decision making by looking the pros and cons (Faculty 3), talk to the person and explain the reasons behind the decisions" (Faculty 3).

"To prevent conflict from escalating further, give it some time to process first. Let the situation calm down for a while, like a day or two, depending on the gravity of the issue. Then, when you are ready to face the conflict with a clear mind and a more objective view, then the conflict may be resolved through an open communication or by inviting a person with higher authority to facilitate in resolving the conflict (Faculty 13).

"I always say . . . you will have your chance next time. But be sure to prove you are worth the trust." (Faculty with Administrative Post 1).

Researches offer evidence that compromising is the most frequently preferred conflict management approach among peoples in the world (Hignite, Margavio & Chin,



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2002; Pinto and Ferrer, 2002 in Riaz, K.R., Jamal, W. and Jan, F.A. (2016) because individuals have a tendency to seek approval of other people so they compromise (Aritzeta et al., 2005) by giving up something to come up with a resolution that is mutually beneficial for both parties. The more years a leader had in position, the more frequent s/he uses the collaborating style for handling conflict (Hendel et al., 2005).

On collaborating conflict management styles, faculty members opine:

“Try to talk to him in a nice and democratic ways and explain why you need to work together.” (Faculty 11)

“Seek other’s help/advice in working out a solution.” (Faculty 8)

The result affirms the study of Mabunga & Mabunga (2019) that the dominant conflict management styles of officials from the selected SUCs in the Philippines is that of a collaborator. It also accepts the findings of Romboyon & Domondon (2021) that collaborating is the most dominant conflict management style of faculty in managing conflicts with superiors, peers and students. The faculty try to analyze an issue in order to find an appropriate solution. Everybody tries to work together to come up with proper understanding of the problem and resolve it in the best possible way. However, avoiding was used in handling conflicts toward peers. Furthermore, the present result also supports the studies of Islamoglu et al., (2008) that both heads and subordinates used mostly collaborating styles when they managed conflict (Tabassi, et al., (2017) and that handling conflict cooperatively builds positive part to team performance in a multicultural environment.

However, the result negates the findings of Gordon (2008) that gender, marital status and parenthood has a significant relationship to the respondents’ use of accommodating approach, gender and parenthood relate significantly to the respondents’



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use of compromising style, and parenthood significantly relate to the respondents' use of avoiding strategy. Nevertheless, the result also affirms that age, educational level, field of work and hierarchical level do not relate significantly to Croatian employees' use of different conflict handling styles (Gordon, 2008, Brewer, et al., 2002).

Reasons on using avoiding conflict management styles by Faculty are narrated below:

"I use "silence" for a while especially if I am the one who is almost to burst but most of the time, I talk to the person heart-to-heart." (Faculty 7)

"Withdrawing from the person/s and situations which cause the conflict." (Faculty 5)

"When the argument presented is not logical." (Faculty 4)

"When a person avoids me." (Faculty 3)

The finding also shows that avoiding conflict management style can also affect a positive outcome to the overall performance of the team. Hence, to achieve individual and institutional goals, faculty members opt to use compromising, collaborating and avoiding in handling conflicts within the organization.

Interestingly, two faculty with administrative assignments point out the following:

"I make it sure that policies and communication are clear, consistent, and the reasons for decisions transparent. However, the way I handle conflict depends on the nature of the conflict and the personality of the persons involved." (FA1)

"I have to ensure that all faculty and staff—not just department heads—are accountable for resolving conflict." (FA 2).



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The above statements by the office and department heads on handling conflicts involving all employees show that contact and interactive accountability is necessary as theorized by **the Intergroup Contact theory** of Allport (1954 cited in Ives, et al., (2016) that interchange between individuals in different social groups happen between the groups under conducive circumstances is a good strategy to reduce intergroup hostility and prejudice between majority and minority group members. This means that contact contributes positively in reducing prejudice and promoting more positive intergroup attitudes. Obviously, when people from varied cultural backgrounds work together, conflicts naturally occur and due to that fact, good and efficient conflict management strategies are needed. Hence, the possible impact of effective conflict handling is significant to policy work. The teaching and non-teaching employee's social and professional behavior will serve as model on how these employees resolve conflict among them. There are strategies on how to handle and resolve conflicts that will enable administrators, faculty, staff and students formulate their own conflict management system design according to their respective needs.

As indicated in the table, the demographic profile of the respondents has no influence in their conflict management style. There is no significant relationship between the demographic profile and conflict management styles of the faculty. However, when faculty were asked how they view conflict in the organization Faculty 5 says *"conflict is inevitable due to differences in opinion, interests, and caprices among people. If pride and power dominate the management and employees there would always be conflicts. I conflicts as good parts of the organizational life if treated professionally and not personally."* Implicitly for PNUNL faculty, their conflict management styles should not be limited to compromising and avoiding. There is a need to capacitate superiors and subordinates on conflict management styles to determine the most appropriate and effective conflict handling strategies in a particular situation to promote harmony and good working relationship. As conflicts ought to be viewed from the positive perspective



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(Iravo, 2011) to balance conflicts to improve unity and productivity, faculty with or without administrative functions should be motivated to be quick and sensitive to origins of conflict and be ready to handle any conflict situations. Iravo further states that communication and training in conflict management are important in effective management of conflicts. Hence, it can be deduced from the above statements that a possible training program for faculty on conflict management styles be developed and proposed.

Table 3.4

Test of Relationship between the Demographic Profile and Conflict Management Style of the Faculty

Profile	CMS					Total	df	x ²	p value	Decision	Interpretation
	Competing	Collaborating	Compromising	Avoiding	Accommodating						
Gender	Male	2	2	4	4	12	4	4.27	.371	Accept Ho	Not significant
	Female		2	4	6	14					
	Total	2	4	8	10	26					
Age	Below 50	1	2	6	4	14	4	2.51	.642	Accept Ho	Not significant
	50 & above		2	2	5	10					
	Total	1	4	8	9	24					
Educational Qualification	PhD/EdD		3	4	7	15	4	4.08	.395	Accept Ho	Not significant
	MA/MS	2	1	4	3	11					
	Total	2	4	8	10	26					
Years in Service	20 & below	1	2	2	3	9	4	1.77	.777	Accept Ho	Not significant
	Above 20		2	4	5	12					
	Total	1	4	6	8	21					
Ethnicity	Ilocano	1	1	5	7	15	4	2.54	.637	Accept Ho	Not significant
	Others	1	3	3	3	11					
	Total	2	4	8	10	26					
No. of Children	0 – 1	2	1	2	5	11	4	4.49	.344	Accept Ho	Not significant
	2 or more		3	6	5	15					
	Total	2	4	8	10	26					



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Table 3.4 *Cont'd*

Civil Status	Single	2	1	1	4	1	9	4	6.01	.199	Accept Ho	Not significant
	Married/Widow		3	7	6	1	17					
	Total	2	4	8	10	2	26					
Years in PNUNL	20 & below	1	3	3	4	2	13	4	3.93	.416	Accept Ho	Not significant
	Above 20		1	4	5	0	10					
	Total	1	4	7	9	2	23					
Rank	Assoc Prof/Prof.		4	5	8	1		4	7.34	.119	Accept Ho	Not significant
	Asst. Prof/Instr	2		3	2	1	18					
	Total	2	4	8	10	2	26					
Admin. Post	None		2	4	5	1	12	4	1.86	.762	Accept Ho	Not significant
	Dean/Assoc Dean	2	2	4	5	1	14					
	Total	2	4	8	10	2	26					
Performance	Best		2	2		1	5	4	6.91	.141	Accept Ho	Not significant
	Good/Better	2	1	5	4		12					
	Total	2	3	7	4	1	17					

3.5 Conflict Management Styles of the Staff

Causes of Conflict

In the interview conducted with the staff, the causes of conflicts include the superior's authoritative/dictatorial style, inefficiency of the office head, indifference, apathy, lack of communication, favoritism, irresponsibility and laziness of other employees, lack of support for staff development, and promotion. Admittedly, conflict occurs when an individual feels a lot of frustration because of the actions of his/her coworkers or heads. Some causes of conflict include result of performance evaluation when a co-worker receives a higher salary increment, gets promotion, miscommunication, and duties (Yorid and Pakiza, 2013). In the process, the administrators and subordinates apply the different styles of conflict management.



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Below are the reasons of conflict according to the staff:

1. Communication

...lack of communication (Staff 3)

One is always wrong; they are always right. does not listen to explanation) (Staff 1)

2. Superior's authoritative style

“Kapag hindi maayos ang pakikitungo ng boss. Laging mali, sila ang laging tama”. Hindi nakikinig sa paliwanag “(When treatment by the boss is not good.) One is always wrong; they are always right. does not listen to explanation) (Staff 1)

authoritarian” (Staff 3)

napakaraming ipinagagawa, o request, sabay-sabay tapos mapapagalitan pag hindi natapos. . . (so many tasks or requests to be done at once, then gets scolded when not accomplished at instructed time). (Staff 9)

3. “competition in one's work, favoritism” (Staff 2)

4. “... inefficiency of office head (Staff 3),

5. Lack of support to staff professional growth

“parang walang suporta na umangat kahit staff lang (lack of support to subordinate's professional growth)(Staff 7)

6. Attitude

“kapag ayaw akuin ang responsibilidad at ipapasa na lamang sa iba.

*(When one does accept not accept responsibility and pass the work to others)
(Staff 8)*



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Staff Demographic Profiles and Conflict Management Styles

Table 3.5 shows the relationship between the demographic profile and conflict management style of the staff. Both male and female respondents whose age is below forty and 40 above prefer to resolve a conflict through compromising strategies. Respondents whose status is single prefer competing while married or widow respondents prefer compromising in resolving a conflict. Moreover, Ilocano respondents prefer competing, compromising, and accommodating while non-Ilocano respondents choose compromising to settle interpersonal conflicts. For respondents with none or one child, they prefer competing while respondents with two or more children are inclined to compromising when settling conflicts. Staff respondents, considering their educational attainment, years in service and years rendered at PNUNL, prefer to resolve the conflict by compromising with their co-workers.

By using competing as conflict management styles, the staff usually is firm in pursuing his/her goals; tries to win his/her position; and makes some effort to get his/her way. By compromising, the staff try to find a compromise solution; give up some points in exchange for others; will let others have some of their positions if they let him/her have some of his/hers; and propose a middle ground. It can be deduced from the findings that the staff being competitive show a high concern for self and low concern for the other person involved in the conflict yet they demonstrate moderate concern for self as well as others and concern with give-and –take or sharing for a compromise and also a concern to make or smooth over differences and focus on things they both accept.

It is surprising to note that collaborating conflict management style is not among their conflict handling strategies.

Often conflict is described as a struggle between individuals with contradicting needs, values and goals (The Foundation Coalition, 2003) that brings out serious



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argument. Inherently people are different and when the differences come out the conflicts occur. People involved in the conflicts use different conflict management styles to handle and resolve the conflicts.

During the interview on how the staff manage conflict, the following views come up.

Staff 2 admits being compelled to be competitive. *“Favoritism. Kapag mataas ang performance evaluation ng iba kaysa sa iyo kahit sa palagay mo ay pareho lang kayo ng accomplishment. Kailangang mas mataas na sa susunod. (When the performance evaluation of a co-worker is higher although you believe you have the same accomplishment. My performance should be better next time.)*

“Yung hindi ako papansinin na parang di nakikita kahit masalubong at batiin pa gayong dati kayong magkasama.” (Staff 1) (When I am being ignored as if she does not see me even I greet her considering we used to be friends).

admit that when the boss does not listen to explanation or shows favoritism they just listen and keep silent. They just accept the situation to avoid the conflict from escalating.

“Kapag ang boss ay laging galit at hindi nakikinig sa paliwanag, pabayaang mong salita nang salita. Do not talk. Keep silent.” (Staff 1) (When the boss is always angry and does not listen to explanation let her talk. Do not talk. Keep silent.)

“Huwag nang kikibo. Basta magtrabaho ka na lang. (Staff 5). (Be silent. Just work.) (Staff 7)

“Respect the office. Basta Code of Ethics.” (Staff 4)

“Nakakalito kasi hindi mo alam kung sino ang susundin. Iba ang sasabihin ni ganito. Pagdating sa isa, mali daw. Kaya tahimik ka na lang. Gawin mo na lang Pero



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sana ipaliwanag at ituro para maiwasan ang magkamali.” (It is confusing, you do not know who to follow. One will tell you to do this and the other says it is wrong. So, I just keep silent. Just do what they say. But then, I hope they will explain and teach me to avoid mistake.) (Staff 6)

The above cited statements show that the practice of effective conflict management styles by enhancing the creative potential of employees, enriching the capability to functional learning, looking after psychological well-being, commitment with organization, and strengthening of teamwork (Schulz-Hardt, Mojzisch, & Vogelgesang, 2008) brings out positive outcomes. However, when conflicts are not handled properly, workers encounter stress, poor decision making and judgment (Pruitt & Kugler, 2014).

As previously mentioned, conflicts may surface anytime within the interaction between and among people. Whether the cause is lack of communication-listening skill or the complex ideas or action from a person's personal principles, individuals cannot live successfully without the knowledge and practice of a good conflict management style (Goldberg, 2009).

As indicated in the table, the demographic profile of the respondents has no influence in with their conflict management style. However, it is quite surprising to note that no one among the staff uses collaborating as conflict management style which regrettably show no concern for working voluntarily and cooperate with others in accomplishing a goal. Although it can be inferred the staff hope to be treated with fairness and with empathy by the boss being sensitive to their feelings. They perceive the boss as having professional ethics to reduce stress in the workplace and develop trust between them. With the unfulfilled expectations, they tend to use the conflict management styles they think is best according to the situation in order not to be put in bad light. Basically,



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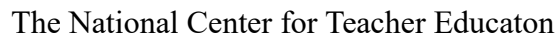
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as conflict arises instantly, having an effective conflict management style is important for leaders and individuals and it is essential that they recognize conflict can be either destructive or constructive depending on the strategy used during the conflict (Boulter et al., 2001). The absence of camaraderie and teamwork among individuals is considered as the most serious problem as regards conflict management. Understanding each other is the most suggested solution to resolve dispute (Calora, 2020). Conflict management training can be beneficial for employees manifesting extreme behavior of being passive or aggressive and for employees demonstrating intense anger that cause complaints by fellow workers. It is therefore imperative that a training on conflict management styles for PNU Staff development be developed.

Table 3.5

Test of Relationship between the Demographic Profile and Conflict Management Style of the Staff

Profile		CMS				Total	df	x ²	p value	Decisi on	Interpre tation
		Compe- ting	Compro- mising	Avoid- ing	Accomo- -dating						
Gender	Male	3	4	1	2	10	3	.53	.913	Accept Ho	Not signific ant
	Female	1	2	0	1	4					
	Total	4	6	1	3	14					
Age	Below 40	2	3	1	1	7	3	1.33	.721	Accept Ho	Not signific ant
	40 & above	2	3	0	2	7					
	Total	4	6	1	3	14					
Civil Status	Single	2	0	0	1	3	3	4.10	.251	Accept Ho	Not signific ant
	Married/ Widow	2	6	1	2	11					
	Total	4	6	1	3	14					
Ethnicity	Ilocano	2	2	1	2	7	3	2.95	.400	Accept Ho	Not signific ant
	Others	2	3	0	0	5					
	Total	4	5	1	2	12					
No. of Children	0 – 1	2	1	0	1	4	3	1.75	.626	Accept Ho	Not signific ant
	2 or more	2	5	1	2	10					
	Total	4	6	1	3	14					



Educational Qualification	MA/MS Coll. Level/Gra d	1 3	2 4	0 1	0 1	3 9	3	.89	.828	Accept Ho	Not significant
	Total	4	6	1	1	12					
Years in Service	20 & below Above 20	0 2	4 2	1 0	1 1	6 5	3	3.61	.307	Accept Ho	Not significant
	Total	2	6	1	2	11					
Years in PNUNL	20 & below Above 20	2 2	4 2	1 0	1 1	8 5	3	1.03	.794	Accept Ho	Not significant
	Total	4	6	1	2	13					

unequal time and attention. I gave unequal time and attention to my friends (SL 3)



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... *inggit at pride (SL 6) (Envy and pride)*

2. Different view/perspective

pagkakaiba ng pananaw sa mga bagay-bagay “(SL 2) (Differences in views of life)

“different perspective” (SL 7)

3. Communication

when there is communication gap. (SL3)

“misunderstanding” (SL 8)

Inevitably, conflicts occur in daily life everywhere (Ghufar, 2015) and the school also appear to be a place of tension specifically in the case of student leaders. As to student-teacher relationship, according to Ramini and Zhimin (2010) students' conflict with teachers occur when teachers set for students' unrealistic academic targets and when they neglect to listen to students complain. When asked how they view conflict, here are the answers of the student leaders:

“bahagi ng buhay araw-araw” (it is a part of life) (SL6)

“common part of everyday life of a student” (SL7)

“normal ang misunderstanding sa pagitan ng prof at estudyante, estudyante at estudyante, etc.

bahagi ng buhay kaya dapat maalam kung paano titingnan ang problema” (Misunderstanding between a professor and student, student and student, etc. is normal, part of life so one should be knowledgeable on how to look at a problem.) (SL8)

Consequently, students employ conflict management styles they deem appropriate and effective in handling the issue.



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Demographic Profiles of Student Leaders and their Conflict Management Styles

Table 3.6 shows the relationship between the demographic profile and conflict management style of the students. Male students chose to resolve conflict by using accommodating, collaborating and competing strategies while female students prefer avoiding and accommodating when settling conflicts with their peers. Students respondents whose age is 18 and below prefer avoiding, accommodating and competing conflicts while respondents with age above 18 prefer accommodating, avoiding and collaborating strategies. Ilocano and Tagalog respondents prefer accommodating strategies, Ibanag and other respondents prefer avoiding strategies. Over all, the conflict management styles of the students' leaders are predominantly avoiding and accommodating. This means that students try to do what is necessary to avoid useless tensions, avoid creating unpleasantness; try to postpone the issue until they have thought it over.

Another, they also prefer accommodating to appease the other party's feelings and maintain good relationship; sometimes the person sacrifices own interests for the interests of the other person; does not attempt to offend the other party; and if it will make the other person happy, allow him/her sustain his views. Lastly, the students also use competing in handling conflict by pursuing own objectives firmly; pressing to get his/her points made; trying to show others the logic and advantages of his/her position; and convincing the other person of the benefits of his/her position. Nevertheless, there are students who use collaborating as dominant conflict management style and others who are open to other conflict management styles such as compromising, accommodating and avoiding (Mabunga, et al., 2014) in responding to conflicts.

During the interview the students' leaders give their views on using avoiding in managing conflict.



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“if everybody is affected. . .” (SL6)

“Kung ayaw niya akong kausapin kahit kausapin ko, iiwasan ko na.” (SL2) If s/he does not talk to me even when I want to talk, I will already avoid him/her.”

“Less talk. Less mistake.” (SL7)

“Minsan hindi na lang pinapansin at nagpapalipas ng oras para bumaba ang tension.” (SL 4). (Sometimes I just ignore and leave to buy time for the tension to ease out.)

When asked how they manage when there is conflict, these are their responses:

“By listening on their perspective then explain why I have different perspective and giving my reasons why I choose this perspective. (SL5)

“I pray for that matter or I pray for them.” (SL4)

“Have a nice talk with her/him to avoid more conflicts.SL10)

“Give me the correct answer.” (SL7)

“Confronting and clearing what is being misunderstood. (SL9)

The responses of student leaders reveal that they are aware of the importance of dealing and solving conflicts. There is a willingness to negotiate with others in order to resolve the misunderstanding (Cutts, 2016).

Based on the data, there is no significant relationship between students' demographic profile and their conflict management style. However, the conflict management styles of student leaders, namely avoiding, accommodating and competing call for special attention from the administration. The most popular approaches to conflict management among students and between students and teachers include injecting



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firmness in pressing own side of the issue, trying to analyze the issue in conflict in order to determine a solution that all parties agree or concur; presenting all concerns in the open; exchanging accurate information; prevention and avoidance; and problem-solving (Ibukun, 2004). Given the foregoing conclusions, the PNUNL may need to frame a conflict management system that considers the different conflict management strategies the students use in managing interpersonal conflicts and help them become more effective leaders.

PNUNL is true to its mandate of nurturing innovative teachers and education leaders. It is preparing prospective teachers to be effective contributors to social transformation; hence, it should train future teachers to be effective conflict managers, too. When teachers have to deal with misbehavior, bullying, arguments, teasing, fighting, or other forms of disputes the time for academic instruction is lessened. Teachers are expected to deliver instruction effectively and guide students to achieve outstanding performance in academics. Appropriate and effective classroom and conflict management approaches and techniques can make a remarkable difference. They can provide more time on activity for students, aid teachers who strive to meet their goals and objectives, and reduce professional exhaustion. If PNUNL can craft a pre-service conflict management training program, prospective teachers will greatly benefit from it. There is a chance for the conflict resolution system to include in conflict management model the eight-step process: defining the conflict, gathering the information; generating possible solutions, evaluating possible solutions, developing an action plan, developing a contingency plan, implementing a solution, and learning from the experience (Bartolata, 2014).



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Table 3. 6.

Test of Relationship between the Demographic Profile and Conflict Management Style of the Student Leaders

Profile	CMS						Total	df	x ²	p value	Decision	Interpretation
	Compe-ting	Collabo-rating	Compro-mising	Avoid-ing	Accomo-dating							
Gender	Male	5	5	4	3	7	24	4	4.00	.405	Accept Ho	Not significant
	Female	12	13	9	27	22	83					
	Total	17	18	13	30	29	107					
Age	18 and below	10	8	7	17	14	56	4	1.17	.884	Accept Ho	Not significant
	Above 18	7	10	6	13	15	51					
	Total	17	18	13	30	29	107					
Ethnicity	Ilocano	13	13	8	22	20	76	12	10.8	.546	Accept Ho	Not significant
	Ibanag	2	2	1	3	0	8					
	Tagalog	2	1	3	1	4	11					
	Others	0	2	1	4	5	12					
	Total	17	18	13	30	29	107					

(Note: Civil Status is not included because they are all single)

3.7 Summary of Conflict Management Styles of Faculty, Staff and Student Leaders

Table 3.7 presents the summary of results on conflict management styles of the respondents. Faculty respondents are inclined to make use of **avoiding and compromising**. Administrative Staff respondents, on the other hand, make use of **compromising and accommodating** strategies while student leaders respondents prefer using **accommodating and avoiding**. It can be noted that there are faculty, administrative staff and student leaders who use combinations of the five different approaches. Based on the data, each social group of respondents has its own Conflict Management Styles. It can also be deduced that each social group has limited CMS that implies a need for them to acquire further knowledge on conflict management for a broader perspective. In conclusion, there is a need to enhance the knowledge and practice of faculty, staff and



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student leaders on Conflict Management Styles because a good choice of Conflict Management Styles by the faculty, staff and student leaders will improve work and build strong relationship within the university (Musyoki, 2013). Appropriate handling of conflict can result in effective teamwork and leadership, higher morale, higher productivity and satisfied employees (Williams, 2015). There is a need to make a choice of good conflict management styles irrespective of gender, age, civil status, ethnicity, educational qualification, number of children, years in the service, rank and position, salary and performance level because at the end of the day, superiors and subordinates, faculty and students should choose and practice the best style appropriate to the demand of the situation (Ghaffar, et al., 2012). Fisher and Ury (1983 in Cutts, 2016) suggest four principles of effective negotiation where no one will be put under difficult situation. 1) Separate the people from the problem, 2) Focus on interests not position, 3) Invent options for mutual gains, and 4) Insist on using objective criteria upon which to base agreement. Additionally, when individuals understand culture differences and personality traits as the major reasons why people negotiate differently, they begin to make important step towards a better understanding of the negotiation process that may result to more integrative mediations in the future. Therefore, in order to be equipped with knowledge and practice on good choice of conflict management styles, a training program is needed.

Table 3. 7

Summary of results on conflict management styles of the respondents

Conflict Management Style	Faculty		Staff		Student		Total	
	f	%	f	%	f	%	f	%
Competing	1	3.8	3	21.4	12	11.2	16	10.9
Collaborating	1	3.8	0	0	10	9.3	11	7.5
Compromising	5	19.2	4	28.6	11	10.3	20	13.6
Avoiding	10	38.5	1	7.1	24	22.4	35	23.8
Accommodating	2	7.7	3	21.4	29	27.1	34	23.1
Combination	7	26.9	3	21.4	21	19.6	31	21.1
Total	26	100	14	100	107	100	147	100



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3.8 Proposed Training on Conflict Management Styles for Faculty, Staff and Students

The more people possess conflict management skills, the more opportunity the skills will be valued, modeled, encouraged, and used by individuals in conflict situations. To achieve this goal, there is a need to come up with a conflict management training program (Mabunga, et al., 2014, McKibben, 2017).

Table 3.8

The Proposed Conflict Management Styles Training for Faculty, Staff and Student Leaders

Objectives	Topics	Strategies	Time Allotment
1. To equip faculty and staff with the knowledge, values, attitudes, and behaviors required to allow them to perform their tasks effectively (Wikipedia, 2001, cited in Ogena 2014).	1.1 Conflict Management Styles: Definition, Concepts, and Characteristics	Lectures/Discussions Brainstorming	1 hour
	1.2 Conflict Management Styles of Faculty, Staff and Students in Retrospect: The Need for Training on Conflict Management Styles	Lecture-cum discussion	1 hour
2. To understand the awareness, motivation, beliefs, attitudes, socio-cultural differences and development of collaboration among university employees and students.	2.1 Conflict Management Styles and The Professional Code of Ethics	CMS Awareness Test (Adapted)	2 hours
	2.2 Conflict Management Styles and Emotional Intelligence and Spiritual Intelligence	Lecture-cum discussion	
3. To clarify the concept of conflict and collaboration	Conflict Resolution: Ways of dealing with conflicts within a group	Self-analysis Techniques Lecture-cum discussion	1 hour
4. To strengthen leadership on problem-solving, negotiating skills, team-oriented attitude and social communication skills.	The Role of Human Resources The Role of University Officials The Role of Faculty The Role of Staff The Role of Students	Storytelling and problem-solving	2 hours
5. To develop the possible institutional mechanism for conflict management	The process of effective conflict management	Lecture-cum discussion	2 hours
		Brainstorming	



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Table 3.9

Proposed Supervisory Program on Conflict Management Style Training of PNUNL Faculty, Administrative Staff and Students

Activities	Objectives	Strategies	Target Participants	Person Involved/ Resource Person	Date/ Time Allotment	Success Indicator
Phase I Development of Enhancement Training Program	To develop an enhancement program on CMS for faculty, administrative staff and students	Survey and analysis of the CMS	Faculty Administrative Staff Students	Researcher/ Proponent	TBA	Prepared Training Program
Phase II Conduct of the Enhancement Training Program	To conduct the enhancement CMS training program	Propose and seek approval of to the PNUNL Administration for conduct of the CMS Training Program	Executive Director & Provost Director for Administration and Finance	Proponent	TBA	Approved CMS Training Program
Phase III Implementation	To equip faculty and staff with the knowledge, values, attitudes, and behaviors required to allow them to perform their tasks effectively (Wikipedia, 2001, cited in Ogena 2014).	CMS Awareness Test Before and After Training (Adapted) Lecture Brainstorming	Faculty Administrative Staff Students	Executive Director & Provost Training Program Working Committee		Completed CMS Training Program
	2. To understand the awareness, motivation, beliefs, attitudes, socio-cultural differences and development of collaboration among university employees and students.					



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Table 3.9 *cont'd*

Phase IV Monitoring	To strengthen leadership on problem-solving, negotiating skills, team-oriented attitude and social communication skills. To develop the possible institutional mechanism for conflict management	Lecture-discussion Brainstorming	Faculty Administrative Staff Students	Facilitator/TBA Resource Person/TBA	TBA	Prepared/developed institutional Conflict Management System of PNUNL
Phase V Feedback Gathering/Evaluation	Gather feedback in the implementation of the Enhancement CMS Training Program	Gather feedback through evaluation sheet	Faculty Administrative Staff Students	Committee on Evaluation	TBA	Evaluation



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CHAPTER 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of results, conclusion and recommendation.

Summary

The study attempted to answer the following queries:

1. What is the demographic profile of faculty in terms of:

- a. Age?
- b. Gender?
- c. Civil Status?
- d. Ethnicity?
- e. Number of children?
- f. Educational qualification?
- g. Years in service?
- h. Rank?
- i. Administrative position?
- j. Performance?

2. What is the demographic profile of staff in terms of:

- a. Staff?
- b. Age?
- c. Gender?
- d. Civil Status?
- e. Ethnicity?
- f. Number of children?
- g. Educational qualification?
- h. Years in service?



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- i. Administrative position?
 - j. Performance?
 - k. Students
3. What is the demographic profile of faculty in terms of:
- a. Age?
 - b. Gender?
 - c. Civil Status?
 - d. Ethnicity?

Results

A. Demographic Profiles of Faculty

There are more employed female (14) than male (12) faculty members. *With regard to age and status, 14 respondents fall within age range of 50 years and below and 17 respondents are married or widow while 9 of the respondents are single.*

Ilokano respondents have a frequency of 15 while non-Ilokano consists of 11 respondents. Fifteen (15) respondents have 2 or more children while 11 respondents have none or one child. The highest education attained by the respondents is doctorate with a frequency of 15 while 11 respondents have master's degree. For the number of years in service and years rendered at PNUNL, 12 respondents have rendered service for 20 years and above while 13 respondents have rendered service at PNUNL for 20 years and below.

Moreover, 18 respondents have a rank of associate professor or professor and 8 respondents have a rank of assistant professor or instructor. The faculty respondents with administrative position of dean or associate dean are 14 and 12 respondents have no designation. As for the respondents' performance, 12 attained good or better while 5 have been recognized as best.



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B. Demographic Profiles of Staff

Ten male and four female staff respondents are employed. With regard to age and status, age 40 above are seven (7) and below 40 is also seven (7) while 11 respondents are married and 3 are single. For ethnicity, there are 7 Ilokano respondents while non-Ilokano staff consists of 4 respondents composed of Yogad, Ifugao, and Gaddang.

Ten (10) respondents have 2 or more children while 11 respondents have none or one child. The highest education attained by the respondents is college level or graduate with a frequency of 9 while 3 respondents have master's degree. For the number of years in the service and years rendered at PNUNL, 6 respondents have rendered service for 20 years and below while 5 respondents have rendered service at PNUNL for 20 years and above.

The 14 staff respondents are deemed to have the same rank since they did not indicate their administrative rank or position and they have the same performance rating which is Better.

C. Demographic Profiles of Students

Out of 107 respondents, 83 students are female and 24 students are male. There are 56 students aged 18 and below while 51 students whose age range fall under above 18 years. Regarding the ethnicity of the respondents, there are 76 Ilocano respondents, 8 Ibanag respondents, 11 Tagalog respondents, and 12 respondents with other ethnicity.

All of the respondents are single.



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2. What are the conflict management styles of faculty, staff and students of PNUNL as perceived by themselves?

Results

A. Conflict Management Styles of Faculty

The faculty use the five conflict management styles- avoiding, compromising, accommodating, competing and collaborating. The faculty with administrative function combines the conflict management styles in dealing with different conflicts. Their dominant conflict management style is avoiding.

Male respondents make use of compromising and avoiding strategies while female respondents use avoiding in resolving conflicts. As to age, respondents whose age fall under below 50 resolve conflicts by compromising while 50 years old and above respondents resolve conflicts by avoiding. Both married or widow and single respondents prefer avoiding conflicts.

In addition, Ilocano respondents prefer avoiding to resolve conflicts while non-Ilocano respondents choose collaborating, compromising, and avoiding to settle interpersonal conflicts.

For faculty respondents with none or one child, they prefer avoiding the conflict while respondents with two or more children are inclined to compromising when settling conflicts. In addition, faculty members with a rank of associate professor or professor would resolve the conflict by means of avoiding and faculty members with a rank of assistant professor chose compromising to settle the conflict. With regard to respondents with administrative post, they both prefer avoiding the conflict at hand.

Faculty respondents who are best performers opt to resolve the conflict by collaborating and compromising while faculty respondents whose performance is good or better opt to resolve the conflict by avoiding conflict.



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B. Conflict Management Styles of Staff

The conflict management styles of the staff are compromising, accommodating, competing, avoiding. Nobody uses collaborating conflict management style. Some of them use combination of the four conflict management styles in handling conflict i.e., avoiding-accommodating, or compromising- collaborating. Their dominant conflict management style is compromising.

Both male and female respondents whose age is below forty and 40 above prefer to resolve a conflict through compromising strategies. Respondents whose status is single prefer competing while married or widow respondents prefer compromising in resolving a conflict. Moreover, Ilocano respondents prefer competing, compromising, and accommodating while non-Ilocano respondents choose compromising to settle interpersonal conflicts. For respondents with none or one child, they prefer competing while respondents with two or more children are inclined to compromising when settling conflicts. Staff respondents, considering their educational attainment, years in service and years rendered at PNUNL, prefer to resolve the conflict by compromising with their co-workers.

C. Conflict Management Styles of Student Leaders

The conflict management styles of students are accommodating, avoiding, competing, compromising, collaborating. Many of them (21) use combination of conflict management styles in managing conflicts. The most dominant conflict management style is accommodating.

Male students chose to resolve conflict by using accommodating, collaborating and competing strategies while female students prefer avoiding and accommodating when settling conflicts with their peers. Students respondents whose age is 18 and below prefer avoiding, accommodating and competing conflicts while respondents with age above 18



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prefer accommodating, avoiding and collaborating strategies. Ilocano and Tagalog respondents prefer accommodating strategies, Ibanag and other respondents prefer avoiding strategies.

3. Is there a significant relationship between the demographic profile and conflict management styles of faculty, staff and students?

Results

The statistical results show that age, gender, Civil Status, ethnicity, number of children, educational qualification, Years in Government service, Years in Service in PNUNL, Rank, Administrative position and Performance are not associated to the conflict management styles of the respondents. Hence, the null hypothesis that there is no significant relationship between the demographic profiles and conflict management styles of faculty, staff and student leaders is retained and accepted.

Implications

The predominant conflict management styles of faculty, staff and student leaders which are avoiding, compromising and accommodating though somehow useful do not ensure collaboration, harmony or good working relationship between and among the respective social groups. There is a need to make a choice of good conflict management styles irrespective of gender, age, civil status, ethnicity, educational qualification, number of children, years in the service, rank and position, salary and performance level because at the end of the day, superiors and subordinates, faculty and students should adopt the best style according to the demand of the situation. Hence, their knowledge and practice on effective conflict management styles need enhancement through a training on conflict management.



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4. What possible Conflict Management Training Program can be developed based on the results?

A proposed training on Conflict Management Styles focused on good and effective conflict management knowledge and practice is developed for faculty, staff and student leaders.

Conclusion

Based on the findings of the study, the following conclusions are drawn:

1. The study confirms the theory that conflict is an inherent part in the life within the organization and its people. Its main source is the differences innate to every individual. When the differences in philosophies, beliefs, values, goals and motives surface, conflict arises.
2. The faculty, staff and student leaders have their own conflict management styles in managing conflicts. The dominant conflict management style for the faculty is avoiding; for the staff is compromising, and for the student leaders is accommodating. The faculty with administrative positions, some staff and some student leaders use combinations of the different conflict management styles in handling different conflicts.
3. The demographic profiles of the faculty, staff and student leaders do not influence the conflict management styles of the social groups respectively. However, the limited knowledge and practice on good and effective conflict management styles calls for enhancement.
4. A proposed training program has been developed from the results of the study. The context of the training program is emphasis on relationships. The training program can equip the employees and student leaders to possess the competencies to deal with conflicts constructively, and establish a more productive and successful working personal and professional relationships through an institutional conflict management system.



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Recommendations

Given the foregoing conclusions, it is recommended that the developed possible training program on conflict management styles for faculty, staff and students be proposed for implementation and propel Philippine Normal University North Luzon to develop an institutional conflict management system. For further research, a study on the effects of various conflict management strategies applied by faculty, staff and student leaders on performance (productivity for faculty and staff and academic performance for students) be undertaken in the future.



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LIST OF APPENDICES

- A Permit to conduct the study
- B. Letter to Expert/s for Content Validation
- C. Validity Test Result
- D. Reliability Test Result
- E. Survey Questionnaire
- F. Informed Consent (Letter to participants)
- G. Curriculum Vitae



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APPENDIX A

PERMIT TO CONDUCT THE STUDY

March 22, 2017

ELENA A. NAVAS
Executive Director and Provost
Philippine Normal University North Luzon
Alicia, Isabela

Through MARIE GRACE S. CABANSAG
Dean, Academics

Dear Madam:

I am writing to request permission to conduct a research study in our institution. The study is entitled Conflict Management Styles of Employees and Student Leaders of PNU NL.

I hope that the school administration will allow me to pick participants from PNU NL Employees and Student Leaders and request for Documentary Records of the respondents from concerned offices of the school to complete a two-page questionnaire (copy enclosed). Participants, who volunteer to participate, will be given a consent form to be signed and by their parent or guardian for minor respondents (copy enclosed) and returned to the researcher.

If approved, student participants will complete the survey in a classroom during vacant time or ask permission for use of scheduled time. The survey process would take no longer than 10 minutes. Employee participants would complete the survey at their respective office. The results of this study will be confidential and will only be used for the conduct of this study. No monetary charges will be incurred by either the institution or the individual participants.

Your approval to conduct this study will be greatly appreciated.

If you agree, kindly sign below acknowledging your consent and permission for me to conduct this survey/study.

Yours truly,

RICHARD R. GUIAB
Researcher

Recommendation Approval:
Marie Grace S. Cabansag

Approved by:

Elena A. Navas
Signature over printed name

Date

**CONFLICT MANAGEMENT STYLES OF EMPLOYEES AND STUDENT
LEADERS OF PHILIPPINE NORMAL UNIVERSITY NORTH LUZON**

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March 29, 2017

FAMILYN P. ANCHETA

Director, Office of Student Services

Dear Madam:

I am requesting permission to access documentary records for my research study at your office, and I am in the process of writing my thesis. The study is entitled Conflict Management Styles Employees and Student Leaders of PNUNL.

If granted, I hope that you will allow me to furnish a copy of the list of registered club officers in our university. The information gathered will only be for the purpose of the study and will remain confidential. No monetary costs will be incurred by your office. Attached herewith is the copy of approved letter of permission to conduct a research study in our university.

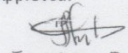
Your approval to this request will be greatly appreciated

Sincerely,

RICHARD R. GUIAB

Researcher

Approved:


FAMILYN P. ANCHETA

Name and signature

3-30-2017

Date



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APPENDIX B

LETTERS TO EXPERTS FOR CONTENT VALIDITY

December 8, 2020
Philippine Normal University North Luzon
Aurora, Alicia, Isabela

Dear Expert:

The Survey Questionnaire contains five (5) Conflict Management Styles and 30 items related to Conflict Management Styles. I need your expert judgment on the degree of relevance of each item to the assessed style/s. Your review should be based on the statements/items that are provided to you on page 2. Please be objective and constructive in your review and use the following rating scale.

- 1 - The item is not relevant to the measured style
- 2 - The item is somewhat relevant to the measured style
- 3 - The item is quite relevant to the measured style
- 4 - The item is highly relevant to the measured style

Criteria	1	2	3	4
1. The objective of the instrument is clearly stated.				
2. The format is appropriate.				
3. The font size is appropriate.				
4. The meaning of every item is reasonable, clear and easy to understand and respond.				
5. The instruction is clear.				
6. The measurement scale is appropriate.				
7. The items are adequate in measuring the respective constructs (conflict management styles).				

Validator/Evaluator



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CONFLICT MANAGEMENT STYLES (Kenneth Thomas & Ralph Kilman, 1976)

COMPETING

1. I am usually firm in pursuing my goals.
2. I try to win my position
3. I make some effort to get my way.
4. I am firm in pursuing my goals.
5. I press to get my points made.
6. I try to show him the logic and benefits of my position.
7. I try to convince the other person of the merits of my position.
8. I assert my wishes.

COLLABORATING

1. I attempt to deal with all of his and my concerns
2. I consistently seek the other's help in working out a solution.
3. I attempt to get all concerns and issues immediately out in the open.
4. I tell him my ideas and ask him his.
5. I attempt to immediately work through our differences.
6. I always lean toward a direct discussion of the problem.
7. I am very often concerned with satisfying all our wishes.
8. I always share the problem with the other person so that we can work it out.

COMPROMISING

1. I try to find a compromise solution.
2. I give up some points in exchange for others.
3. I will let him have some of his positions if he lets me have some of mine.
4. I propose a middle ground.
5. I try to find a fair combination of gains and losses for both of us.
6. I try to find a position that is intermediate between his and mine.
7. I try to get him to settle for a compromise solution.
8. I look for middle ground.



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AVOIDING

1. There are times when I let others take responsibility for solving the problem.
2. I try to do what is necessary to avoid useless tensions.
3. I try to avoid creating unpleasantness for myself.
4. I try to postpone the issue until I have had some time to think it over.
5. I feel that the differences are not always worth worrying about.
6. I sometimes avoid taking positions which could create controversy.
7. If it makes the other person happy, I will let him maintain his views.
8. I try to avoid creating unpleasantness for others.

ACCOMMODATING

1. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. I might try to soothe the other's feelings and preserve our relationship.
3. I sometimes sacrifice my own wishes for the wishes of the other person.
4. I try not to hurt the other's feelings.
5. If it makes the other person happy, I might let him maintain his views.
6. In approaching negotiations, I try to be considerate of the other person's wishes.
7. If the other's position seems very important to him, I would try to meet his wishes.
8. I usually try not to hurt the other's feelings.



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APPENDIX C

RESULT OF THE VALIDATION BY EXPERTS

	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Experts in Agreement	I- CVI
ITEMS							
Q1	4	4	4	4	4	5	1
Q2	4	4	4	4	4	5	1
Q3	4	4	4	3	4	4	.8
Q4	4	4	4	4	3	4	.8
Q5	4	4	4	4	3	4	.8
Q6	4	4	4	4	4	5	1
Q7	4	4	4	4	4	4	1
Proportion Relevance	1	1	1	.86	.71		.914 or .91
	Average proportion of items judged as relevance across the 5 experts .91- high internal consistency and reliability						



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APPENDIX D

RELIABILITY TEST RESULTS

Reliability Statistics

Cronbach's Alpha	N of Items
.952	60

Item Statistics

	Mean	Std. Deviation	N
1A	2.98	.769	50
B	3.58	.971	50
2A	4.18	.748	50
B	4.10	.839	50
3A	4.62	.567	50
B	4.24	.625	50
4A	4.24	.771	50
B	3.74	.723	50
5A	3.68	.868	50
B	4.38	.697	50
6A	4.26	.777	50
B	3.66	.823	50
7A	3.38	.967	50
B	3.62	.855	50
8A	4.46	.734	50
B	3.84	.889	50
9A	3.30	1.199	50
B	4.36	.663	50
10A	4.48	.646	50
B	4.28	.671	50
11A	3.94	.890	50
B	4.00	.756	50
12A	3.80	.881	50
B	3.48	.953	50
13A	3.70	.863	50
B	3.84	.681	50
14A	4.48	.735	50
B	3.98	.845	50

15A	4.20	.700	50
B	4.44	.675	50
16A	4.54	.676	50
B	3.52	.886	50
17A	4.44	.675	50
B	4.30	.707	50
18A	3.88	.849	50
B	3.66	.872	50
19A	3.92	.877	50
B	3.52	.953	50
20A	4.10	.789	50
B	4.00	.904	50
21A	4.34	.772	50
B	4.14	.756	50
22A	3.96	.832	50
B	3.96	.856	50
23A	3.92	.877	50
B	3.26	.828	50
24A	3.88	.799	50
B	3.94	.740	50
25A	3.84	.889	50
B	4.26	.751	50
26A	3.72	.834	50
B	3.92	.853	50
27A	3.98	.915	50
B	3.94	.793	50
28A	4.46	.676	50
B	3.86	.881	50
29A	3.70	.931	50
B	3.36	1.174	50
30A	4.50	.647	50
B	3.96	.903	50



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APPENDIX E

SURVEY INSTRUMENT FOR FACULTY AND STAFF

**SURVEY QUESTIONNAIRE
PART ONE**

Demographic Profile

Name: (Optional) _____ Age: _____ Gender: _____

Civil Status: _____ Ethnicity: _____ Number of children: _____

Educational Qualification: _____ Year/s in Service Government): _____

Year/s in Service (PNUNL) _____ Rank/Position: _____

Administrative Position (Unit Head/ Head of Office, Director, Dean, etc.):

Performance (PBB/Faculty Evaluation): _____



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PART TWO

HOW DO I MANAGE DIFFERENCES?

Picture yourself in a situation where your wishes differ from that of another person. For each of the following 30 statements, choose either A or B (with a circle) as the one which best describes how you would respond. Sometimes neither the A or B statement is typical of your response but try to choose the one that would seem most likely to be your instinctive response in that situation. Only you and the researcher will see the finished exercise.

1. A There are times when I let others take responsibility for solving the problem.

 B Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. A I try to find a compromise solution.

 B I attempt to deal with all of his and my concerns.
3. A I am usually firm in pursuing my goals.

 B I might try to soothe the other's feelings and preserve our relationship.
4. A I try to find a compromise solution.

 B I sometimes sacrifice my own wishes for the wishes of the other person.
5. A I consistently seek the other's help in working out a solution.

 B I try to do what is necessary to avoid useless tensions.
6. A I try to avoid creating unpleasantness for myself.

 B I try to win my position.



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7. A I try to postpone the issue until I have had some time to think it over.
 B I give up some points in exchange for others.
8. A I am usually firm in pursuing my goals.
 B I attempt to get all concerns and issues immediately out in the open.
9. A I feel that the differences are not always worth worrying about.
 B I make some effort to get my way.
10. A I am firm in pursuing my goals.
 B I try to find a compromise solution.
11. A I attempt to get all concerns and issues immediately out in the open.
 B I might try to soothe the other's feelings and preserve our relationship.
12. A I sometimes avoid taking positions which could create controversy.
 B I will let him have some of his positions if he lets me have some of mine.
13. A I propose a middle ground.
 B I press to get my points made.
14. A I tell him my ideas and ask him for his.
 B I try to show him the logic and benefits of my position.
15. A I might try and soothe the other's feelings and preserve our relationship.
 B I try to do what is necessary to avoid tensions.
16. A I try not to hurt the other's feelings.
 B I try to convince the other person of the merits of my position.



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17. A I am usually firm in pursuing my goals.
B I try to do what is necessary to avoid useless tensions.
18. A If it makes the other person happy, I might let him maintain his views.
B I will let him have some of his positions if he lets me have some of mine.
19. A I attempt to get all concerns and issues immediately out in the open.
B I try to postpone the issue until I have had time to think it over.
20. A I attempt to immediately work through our differences.
B I try to find a fair combination of gains and losses for both of us.
21. A In approaching negotiations, I try to be considerate of the other person's wishes.
B I always lean toward a direct discussion of the problem.
22. A I try to find a position that is intermediate between his and mine.
B I assert my wishes.
23. A I am very often concerned with satisfying all our wishes.
B There are times when I let others take responsibility for solving the problem.
24. A If the other's position seems very important to him, I would try to meet his wishes.
B I try to get him to settle for a compromise solution.
25. A I try to show him the logic and benefits of my position.



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B In approaching negotiations, I try to be considerate of the other person's wishes.

26. A I propose a middle ground.

B I am nearly always concerned with satisfying all our wishes.

27. A I sometimes avoid taking positions which could create controversy.

B If it makes the other person happy, I might let him maintain his views.

28. A I am usually firm in pursuing my goals.

B I usually seek the other's help in working out a solution.

29. A I propose a middle ground.

B I feel that the differences are not always worth worrying about.

30. A I try not to hurt the other's feelings.

B I always share the problem with the other person so that we can work it out.



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PART THREE

INTERVIEW GUIDE QUESTIONS

1. In your day- to- day experience, what are some of the most common reasons for conflict with other people?
 2. What strategies do you find effective in identifying whether a conflict is serious or not? Explain. Cite example/s if possible.
 3. What strategies do you use to prevent a conflict from escalating further?
 4. If someone were involved in a conflict with you, what tactics would be most effective to use to “win you over?” What tactics would be less effective?
 5. How do you view conflict in the organization? Is it a good part of the organizational life?
- When is conflict healthy for the individual? For the institution?
- When is conflict unhealthy for the individual and the for the institution?



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SCORING THE THOMAS-KILMANN CONFLICT MODE ASSESSMENT

Circle the letter which you encircled on each item of the questionnaire.

	Competing (forcing)	Collaborating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (smoothing)
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A

Total number of items encircled in each column:

Competing	Collaborating	Compromising	Avoiding	Accommodating
------------------	----------------------	---------------------	-----------------	----------------------



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APPENDIX F

LETTER TO PARTICIPANT/ INFORMED CONSENT

Participant Information

Name (Optional): Maria R. Zablan Age: 61
Institution: PNU-NL Gender: Male(☒) Female(☐)
Address: Barangay Quina, Gumbela Citizenship: Filipino
Highest Educational Attainment: AP - Masteral

Consent to Participate in Focus Group

You have been asked to participate in a focus group as part of a graduate study in Educational Management. The purpose of the study is to understand and describe the conflict management styles of the respondents in relation to their demographic profiles. The information to be learned in the focus group will be used for a possible conflict management training program for the PNU NL employees and student leaders.

There are no right or wrong answers to the focus group questions. This protocol intends to hear from you various viewpoints which will lead to a better understanding of your conflict management style experience. We hope you can be honest even when your responses may not be in agreement with the rest of the group. With deference for each other, we ask that only one individual speak at a time in the group and that responses made by all participants be kept confidential.

Your possible participation in this focus group is voluntary; thus, your participation to this study also gives you the freedom to withdraw from it at any time. Rest assured that your identity and all other information you would provide will be kept confidential and will only be used for the conduct of this study. Although the focus group will be recorded, your responses will remain anonymous and no names will be mentioned in the report.

Your willingness to participate in this research endeavor serves as a valuable contribution to the field of educational management. Your signature then signifies your permission to involve yourself in the focus group.

Signature: [Signature]

Date: 14 Nov. 2022



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CONSENT FORM FOR RESEARCH PARTICIPANTS

Date: _____

Dear Participant:

You are invited to partake in my Thesis titled *Conflict Management Styles of Employees and Student Leaders of Philippine Normal University North Luzon*. This study aims to describe the conflict management styles of PNU NL Employees and Student leaders and relationship of demographic profiles to conflict management styles as perceived by the respondents.

This study is a requirement for the fulfillment of my masteral degree in Educational Management at the Philippine Normal University North Luzon, Alicia, Isabela. Your possible participation in this study will be of great value to the accomplishment of this research endeavor.

This study will use FGD and adopt Thomas-Kilmann Mode of Conflict Instrument. The FGD will be transcribed and subject for analysis and interpretation likewise with the Conflict Management Styles questionnaires. Once analysis and interpretation have been accomplished, checking will also be conducted to validate the interpretation made.

Through your participation in this study, I hope to understand which approach to adopt whenever there are disagreements as it reveals in your experience. You will be asked to express your encounter which you anticipate to enter into in the future. In this way, I could provide complete descriptions of what this experience was like for you.

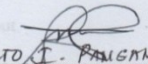
Your possible participation in this study is voluntary; thus, there is no monetary equivalent involved in this study. Rest assured that your identity and all other information you would provide will be kept confidential and will only be used for the conduct of this study. Your participation to this study also gives you the freedom to withdraw from it at any time.

Your willingness to participate in this research endeavor serves as a valuable contribution to the field of educational management. Your signature then signifies your permission to involve yourself in this study.

Should you have questions about the study, I can be reached at 09268676569 or at guiab.rr@pnu.edu.ph.

With warm regards,

Richard R. Guiab
Researcher


ALBERTO T. PANGNIBAN
Participant's signature over printed name

11. A. I attempt to get all concerns and issues immediately out in the open.
B. I might try to soothe the other's feelings and preserve our relationship.
12. A. I sometimes avoid taking positions which could create controversy.
B. I will let him have some of his positions if he has not been wrong in the past.
13. A. I propose a middle ground.
B. I press to get my points made.

14. A. I tell him my ideas and ask him for his.
B. I try to show him the logic and benefits of my position.

15. A. I might try and soothe the other's feelings and preserve our relationship.
B. I try to do what is necessary to avoid tension.



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The National Center for Teacher Education

for Richard

RECEIVED
FEB 06 2017

CONSENT FORM FOR RESEARCH PARTICIPANTS

Date: _____

Dear Participant:

You are invited to partake in my Thesis titled *Conflict Management Styles of Employees and Student Leaders of Philippine Normal University North Luzon*. This study aims to describe the conflict management styles of PNU NL Employees and Student leaders and relationship of demographic profiles to conflict management styles as perceived by the respondents.

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Should you have questions about the study, I can be reached at 09268676569 or at guiab.rr@pnu.edu.ph.

With warm regards,

Richard R. Guiab
Researcher

Richard R. Guiab
MARIE GRACE S. CAGANAS
Participant's signature over printed name

11. I attempt to get all concerns and issues immediately out in the open.
B. I might try to soothe the other's feelings and preserve our relationship.

12. I sometimes avoid taking positions which could create controversy.
B. I will let him have some of his positions if he lets me have some of mine.

13. I propose a middle ground.



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CONSENT FORM FOR RESEARCH PARTICIPANTS

Date: _____

Dear Participant:

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Should you have questions about the study, I can be reached at 09268676569 or at guiab.rr@pnu.edu.ph.

With warm regards,

Richard R. Guiab
Researcher

CHARMIE S. M. NISAYA
Participants signature over printed name

Nisaya
Parents/Guardian signature over printed name



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CONSENT FORM FOR RESEARCH PARTICIPANTS

Date: 4-15-19

Dear Participant:

You are invited to partake in my Thesis titled *Conflict Management Styles of Employees and Student Leaders of Philippine Normal University North Luzon*. This study aims to describe the conflict management styles of PNU NL Employees and Student leaders and relationship of demographic profiles to conflict management styles as perceived by the respondents.

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Your willingness to participate in this research endeavor serves as a valuable contribution to the field of educational management. Your signature then signifies your permission to involve yourself in this study.

Should you have questions about the study, I can be reached at 09268676569 or at guiab.rr@pnu.edu.ph.

With warm regards,

Richard R. Guiab
Researcher

JANICA G. ALMAZAN
Participant's signature over printed name



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APPENDIX G

CURRICULUM VITAE

Name	RICHARD REYES GUIAB
Date of Birth	December 13, 1980
Place of Birth	San Antonio, Alicia, Isabela
Educational Attainment	
Master's Degree	Master of Arts in Education Specialization: Educational Management Philippine Normal University North Luzon, 2023
Collegiate	Bachelor in Secondary Education Major: Physical Education Philippine Normal University North Luzon; 2001 Master of Arts in Education (Physical Education) (All Academic Requirements but thesis) Philippine Normal University North Luzon; 2017 Bachelor of Laws (Llb) (77 Units) Northeastern College, Santiago City; 2003



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Secondary

Dalton Academy

Alicia, Isabela; 1997

Elementary

Alicia North Central School

San Antonio, Alicia, Isabela; 1993

Work Experiences

2006 - Present

Administrative Officer I

Philippine Normal University North Luzon

2005 - 2006

Computer Teacher

Alicia National High School

Researches Conducted

Assessment of Extension Programs: A Basis for a Proposed Strategic Program of Activities. Scholars World International Refereed Journal of Multidisciplinary Research Volume IV, Issue III, pp. 24-34. July 2016 (Published and Presented during the 2nd International Research Conference on Teacher Education and Indigenous Peoples Education held on March 1-3, 2018 at Subic Bay Travelers Hotel and Event Center, Subic, Zambales, Philippines).

PNU North Luzon Administrative Staff: Job Satisfaction Survey. Asia Pacific Journal of Research (A Peer Reviewed International Journal), Vol-I-XXXII, October, 2015, pp.53-68. (Published and Awarded a Certificate of Recognition by the PNU System on January 15, 2016 at PNU Manila).



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Conferences Attended

3rd International Research Conference on Teacher Education and Indigenous Peoples Education, November 20, 27, and December 4, 2021. PNUNL Zoom Platform.

2nd International Research Conference on Teacher Education and Indigenous Peoples Education held on March 1-3, 2028 at Subic Bay Travelers Hotel and Event Center, Subic, Zambales, Philippines.

Extension Programs

Mothers Class. A PNUNL Extension Program