

Original Research Article

ADMINISTRATORS' CONFLICT MANAGEMENT STYLES AND THE SCHOOLS' CLIMATE AMONG THE SECONDARY SCHOOLS OF DAVAO OCCIDENTAL

Abstract

The study was conducted to determine the relationship between the school administrators' conflict management styles and the schools' climate. Descriptive-correlational method was employed to describe the conflict management styles of the schools' administrators and the school climate. Simple-random sampling design was used on determining the respondents.

Results of the study showed that the poor communication, differences in personality and different values were always observed as sources of conflict in the secondary schools and the often observed was competition. It was also found that the top conflict management style of the school heads was on dominating style. Based on data acquired in the school climate, school working environment and students' involvements were excellent and teachers' work satisfaction was above average.

All conflict management styles significantly affect the school climate of the secondary schools in Davao Occidental. This implies that school heads have effectively applied all conflict management styles because it significantly resulted in an excellent and positive school climate in terms of school working environment, teachers' job satisfaction and students' engagement.

Thus, school heads should mostly apply the dominating style of managing conflict for effective school leadership.

Keywords: Administrators, Conflict Management, School Climate

THE PROBLEM AND ITS BACKGROUND

Introduction

Good leadership demands good management, not only the day-to-day management skills, but also the art of managing people. Along with the challenging tasks of a principal in managing the school are the conflicts which are said to be an inevitable part of an organizational life. Managers spend approximately 25% of their time dealing with conflicts (Lang, 2009).

Conflict management is one of the areas in management that is the focus of attention of management scholars. Early on, conflict is considered to be an indication of poor organizational management, it is considered to be destructive and must be avoided. However, it is believed today that organizational conflict should neither be avoided nor encouraged, but managed for it enhances the performance of an organization (Uchendu, Anijaobi-Idem & Odigwe, 2013).

According to DepEd (as cited by Cerado, 2013), conflicts increased in recent years in the country's public schools. This is primarily due to unsolved problems among students, instructors, and administrators. These have had a negative impact on the school's and pupils' academic achievement. Conflict, on the other hand, can be helpful if it is exploited as a tool for change or innovation. Conflict can improve the quality of decision making and employee relations in organization. Thus, in dealing with conflict the critical issue is not so much the conflict itself but how it is managed. Although conflict fosters innovation, creativity and alteration, it wastes organization's resources and energy. Therefore, conflict management is one of the most essential skills for school managers.

If a principal is not knowledgeable in conflict management, it will affect the performance of teachers and students negatively but if conflict is constructively managed, it will positively reflect on the school climate (Uchendu, et al., 2013).

On the other hand, school climate refers to the quality and character of school life. It is regarded as the school's heart and soul, the essence of a school that inspires a child, a teacher, or an administrator to enjoy and look forward to going to school each day. In schools, a positive school climate helps students feel socially, emotionally, and physically

safe. It comprises the norms, beliefs, and connections of students, parents, and school officials, as well as the school's organizational and structural aspects. (Walter, 2011).

With this study, conflict management styles of school administrators were determined in enhancing the overall quality of school. The researcher believed that having a depth understanding of the different conflict management styles is one of the important aspects of being an effective educational leader.

Research Questions

In general, this study aims to determine the relationship between the secondary school administrators' conflict management styles and the school climate among the secondary schools in Davao Occidental.

Specifically, it is anchored on determining the answers for the following questions:

1. What is the demographic profile of the secondary school administrators?
2. What are the sources of conflict in the secondary schools of Davao Occidental?
3. What is the conflict management styles of the school administrators in terms of:
 - 3.1 integrating;
 - 3.2 obliging;
 - 3.3 dominating;
 - 3.4 avoiding; and,
 - 3.5 compromising?
4. What is the school climate in terms of:
 - 4.1 schools' working environment;
 - 4.2 teachers' work satisfaction; and
 - 4.3 students' involvement?
5. Is there a significant relationship existed between the school administrators' conflict management styles and the school climate?
6. Are the conflict management style/s that significantly affect the school climate?

Research Hypotheses

H₀₁: There is no significant relationship that exists between the school administrators' conflict management styles and the school climate.

H₀₂: The conflict management styles did not significantly affect the school climate.

Significance of the Study

The findings of this study would foster great significance to the following:

DepEd Officials

The study would contribute to the development of smooth and effective practices in the management of schools particularly secondary schools. Findings of this study on the concept of constructive conflict management styles would be a basis of initiating seminars and workshops to improve the conflict management skills of the school administrators.

School Administrators

Through the findings of this study, the school administrators would gain crucial and reliable information about their conflict management styles. Furthermore, the findings would hopefully increase the awareness of the school administrators of the values of conflict as well as conflict management styles which are constructive and beneficial for the school. Through this, they would be assisted in handling conflicts in their respective schools and may promote better interpersonal relationship among their subordinates and of the schools' stakeholders that would result to productivity.

Teachers

As classroom managers, teachers would use the results of this study as a guide in making decisions and in handling conflicts with their administrators, co-teachers, students and parents.

Students

As the recipients of improved teaching and leadership processes, they can contribute in the achievement of better performance resulting in productive and quality learners.

Future Researchers

Only a few studies on the topic of conflict management in the Philippines have been made so far. This makes the present study beneficial to future researchers especially those who will be conducting a study on the same or similar framework for they will gain insights from its findings. It would also contribute to complement the available bulk of literature and body of knowledge pertaining to the topics of this study.

Scope and Limitation of the Study

This study was conducted to determine the conflict management styles of public secondary school administrators and find its relationship to the school climate of the ten public secondary schools in Davao Occidental.

Conflict management styles of principals were rated by teacher-respondents and school heads from ten secondary schools namely Mariano Peralta National High School and Fishing Village Comprehensive National High School located in Malita; Heracleo Casco Memorial National High School and Basiawan National High School located in Santa Maria; Don Marcelino National High School and Lawa National High School located in Don Marcelino; Jose Abad Santos National High School and Kalbay National High School located in Jose Abad Santos and Alberto Olarte Jr. National High School and Jose de Arce National High School located in Sarangani.

Only teachers and school heads holding permanent/national item in their respective schools are the respondents of this study. School climate was based on some selected indicators such as schools' working environment, teachers' work satisfaction and students' involvement. Study was conducted from January to March 2020.

Definition of Terms

For the purpose of clarity and common understanding in some of terms herein, the following terms were defined conceptually and operationally;

Avoiding – this refers to a style where teachers and the school leader fails to address both his or her own and others' concerns.

Compromising – this involves give-and-take decision whereby both teachers and school heads give up something to make a mutually acceptable decision.

Conflict – refers to the disagreements that naturally occur between schools heads, teachers, pupils and parents due to differences in ideas, beliefs, values and needs.

Conflict management – In this study, it refers to the act of handling conflicts in school.

Conflict Management Styles – refer to the preferred approach of the school heads in handling or managing conflicts in their respective schools.

Dominating – this involves a style wherein one party works all out to achieve his or her goal, and as a result, the other party's needs and expectations are frequently overlooked.

Integrating – it entails being open, exchanging information, seeking alternatives, and exploring differences in order to find a solution that is acceptable to both parties, the teachers and school heads.

Obliging – this involves attempting to minimize the differences and highlight the commonalities to satisfy the concern of the teachers and school heads.

School Climate –refers to the quality and character of school life. In this study, this includes students' involvement, schools' working environment and teachers' work satisfaction.

Schools' Working Environment – In this study,it refers to the school head–teachers relationship in their respective schools.

Students' Involvement –refers to students' willingness, need, and desire to participate in the learning process promoting successful school performance.

Teachers' Work Satisfaction – refers to teachers' positive emotional and physical state resulting their appreciation of being teachers.

METHODOLOGY

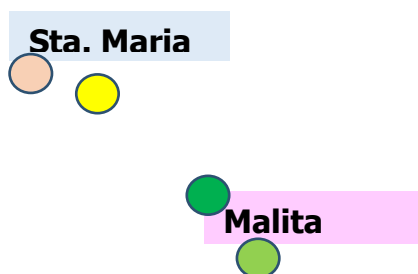
Research Locale

Davao Occidental is the 81st and newest province in the Philippines that covers a total area of 2,163.45 km² occupying the southwestern tip of the Davao Region in Mindanao. Among the forty nine public secondary schools in the province, there were ten public secondary schools where the study was conducted.

These include Mariano Peralta National High School (MPNHS) and Fishing Village Comprehensive National High School (FVCNHS) located in Malita; Heracleo Casco Memorial National High School (HCMNHS) and Basiawan National High School (BNHS) located in Santa Maria; Don Marcelino National High School (DMNHS) and Lawa National High School (LNHS) located in Don Marcelino; Jose Abad Santos National High School (JASNHS) and Kalbay National High School (KNHS) located in Jose Abad Santos; and Alberto Olarte Sr. National High School (AOSNHS) and Jose de Arce National High School (JDANHS) located in Sarangani.



Figure 1. Map showing the research locale of the study.



Research Design

The purpose of this study is to determine the relationship between the school principal's conflict management styles and school's climate. This study used the descriptive method in describing the conflict management style of school principals and school climate among the secondary schools of Davao Occidental.

According to Orodho (2016), a descriptive survey aims at obtaining information from a representative of a population and from that sample the researcher was able to present the findings as being representative of the population. Likewise, the correlation method was used to determine the relationship between the school principals' conflict management styles and the school climate.

Sampling Design and Technique

To obtain the desired number of sample teacher-respondents in each school, the simple random sampling was used. Random sampling is a method where all members or units of the population have equal and independent chance of being included or selected as respondents. They were randomly selected through lottery or fish bowl technique. Included as respondents of the study were the school heads which was determined through complete enumeration.

Table 1. Distribution of the respondents of the study

SECONDARY SCHOOLS	SCHOOL HEAD	TOTAL POPULATION OF TEACHERS	SAMPLE SIZE OF THE TEACHERS
Mariano Peralta NHS	1	148	93
Fishing Village Comp. NHS	1	40	25
Heracleo Casco Memorial NHS	1	103	65
Basiawan NHS	1	53	33
Don Marcelino NHS	1	51	32
Lawa NHS	1	45	28

Jose Abad Santos NHS	1	85	54
Kalbay NHS	1	34	21
Alberto Olarte Sr. NHS	1	50	31
Jose de Arce Memorial NHS	1	31	19
TOTAL	10	650	401

Respondents of the Study

The respondents of the study were the four hundred-one (401) secondary school teachers and their respective ten (10) school heads from the ten (10) secondary schools in Davao Occidental. Teacher-respondents and school heads were those who are holding permanent/national position in their respective schools.

Research Instrument

There is only one (1) instrument used to gather the data of the study. This instrument is divided into two (3) parts.

The first part of the instrument is the sources of conflict occurring in the school. This was adapted from Conflict Management at workplace-Its Styles and Causes (Tiwari, 2016). According to Tiwari, the sources of conflict in the workplace include Poor communication, Differences in Personalities, Different Values and Competition.

It was validated by the three (3) school management experts from the Department of Education. Teachers and School heads responded on a 5-point Likert scale. A higher score represented greater occurrence of conflict in their respective schools.

The second part of the instrument is adopted from the Rahim Organizational Conflict Inventory-II (Rahim, 2011). It's a 28-item questionnaire measuring conflict management styles. It is designed to measure five independent dimension styles of handling interpersonal conflict:

Integrating (IN) Management style were statements number 1, 4, 8, 9, 14, 21 and 24, Obliging (OB) Management style were statements number 7, 12, 15 17, 27 and 28, Dominating (DO) Management Style

were statements number 3, 11, 16 19, 20 and 25, Avoiding (AV) Management Style were statements number 5, 6, 10 and 22 and Compromising (CO) Management Style were statements number 2, 13, 18, 23 and 26. The researcher modified the instrument by replacing the word "I" with "he/she" in every item. Teachers and School heads responded to each statement on a 5–point Likert scale. A higher score represented greater use of a conflict style.

The third part is on schools' climate. This instrument was adopted from the study entitled School Climate: A Comparison of Teachers, Students, and Parents (Jacobs, 2018). It is divided into three (3) domains; schools' working environment, teachers' job satisfaction and students' involvement. Respondents responded to ten questions per domain. Furthermore, the questionnaire was validated by the three (3) experts from the Department of Education.

Data Analysis

In interpreting the sources of conflict, arbitrary scale was used;

Range	Description	Interpretation
4.21 – 5.00	Always	Sources of conflict are observed all the time.
3.41 – 4.20	Often	Sources of conflict are observed oftentimes.
2.61 – 3.40	Sometimes	Sources of conflict are observed occasionally.
1.81 – 2.60	Seldom	Sources of conflict are observed frequently.
1.01 – 1.80	Never	Sources of conflict are not observed.

In interpreting the result in Rahim Organizational Conflict Inventory–II (ROCI–II, Form B), arbitrary scale was used;

Range	Description	Interpretation
4.21 – 5.00	Always	Conflict management styles of principal are being applied all the time.
3.41 – 4.20	Often	Conflict management styles of principal are being applied oftentimes.
2.61 – 3.40	Sometimes	Conflict management styles of principal are being applied occasionally.
1.81 – 2.60	Seldom	Conflict management styles of principal are being applied frequently.
1.01 – 1.80	Never	Conflict management styles of principal are not applied.

In analyzing the result in schools' climate, the following Likert scale was used (Bowling *et al.*, 2010);

Range	Description	Interpretation
4.21 – 5.00	Always	The climate of the school is exemplary
3.41 – 4.20	Often	The climate of the school is very satisfactory
2.61 – 3.40	Sometimes	The climate of the school is satisfactory
1.81 – 2.60	Seldom	The climate of the school is fairly satisfactory
1.01 – 1.80	Never	The climate of the school is unsatisfactory

Data Gathering Procedure

Permission to gather the data through administration of the questionnaires to the respondents was sought from the Division Superintendent. When a written permission was granted, the researcher officially conducted the study.

The researcher went to the respective schools and showed to the principal the approved letter from the DepEd officials, introduces herself to the principals and teachers and explained the purpose of the study and oriented the instructions in accomplishing the questionnaires.

A teachers' orientation or forum was conducted before distributing the questionnaires to the secondary teachers. The orientation was done inside the classroom where the respondents were gathered.

Moreover, the researcher also administered the survey to the school administrators. All accomplished questionnaires were collected. It was then coded, tabulated, collated, analyzed and interpreted.

Statistical Analysis

Percentage

This was used in describing the frequency of responses on the sources of conflict in secondary schools.

Mean

This tool was used in describing the level of conflict management styles of the school administrators and the level of school climate as perceived by the respondents.

Product-Moment Correlation Analysis

This tool was used to find out the degree of relationship between the conflict management styles and the school climate as perceived by the school administrators. The significance of the relationship between the two variables were determined at 5% level of significance.

Multiple Regression

This tool was used in explaining the relationship between multiple independent variables and one dependent variable. This was used in objective 6 of the study.

RESULTS AND DISCUSSION

Q1: What is the demographic profile of the secondary school administrators?

Profile of the Secondary School Heads

Table 2 presents the demographic profile of the ten (10) secondary school heads in Davao Occidental. The result showed that the average age of the secondary school heads is 47.6 while 60% of them are mostly male. Furthermore, 90% of the 10 secondary school heads were graduates of Masters in Educational Management while 10% in Doctor in Philosophy.

Table 2. Demographic Profile of the Secondary School Heads in Davao Occidental.

Name of Schools	Age	Gender	Highest Educational Attainments	No. Years in the Service	No. Years as School Head
HCMNHS	41	Male	MAEd	15	10
BNHS	45	Female	PhD	18	10
MPNHS	58	Female	MAEd	29	21
FVCNHS	56	Female	MAEd	26	15
DMNHS	30	Male	MAEd	9	5
LNHS	40	Male	MAEd	13	8
JASNHS	43	Male	MAEd	15	10
KNHS	54	Male	MAEd	25	8
AOSNHS	51	Male	MAEd	23	15
JDANHS	58	Female	MAEd	29	20
MEAN	47.6	60% - Male 40% - Female	90% - MAEd 10% - PhD	20 years	12 years

The table also showed that the average years of the school heads in the service and average number of years as school head are 20 years and 12 years, respectively. This implied that these secondary school heads

had experienced over the years in handling conflicts in their respective institutions.

Sources of Conflict in the Secondary Schools of Davao Occidental

Q2: What are the sources of conflict in the secondary schools of Davao Occidental?

Presented in Table 3 are the sources of conflict among the secondary schools in Davao Occidental. The table showed that poor communication and different values both obtained a highest mean of 4.44 and difference in personality obtained a mean of 4.23, which are all described as always source of conflict. Competition obtained the lowest mean of 4.13 which is described as often source of conflict.

Table 3. Sources of Conflict in the Secondary Schools of Davao Occidental

SOURCES OF CONFLICT	MEAN	DESCRIPTION
1. Poor Communication	4.44	Always
2. Difference in Personality	4.23	Always
3. Different Values	4.44	Always
4. Competition	4.13	Often

This further explained that poor communication, different values and difference in personality were observed as always source of conflict in schools. No clear distribution of work among teachers, failed to assign work to teachers and failed to present financial transactions are several factors to poor communication.

Conflict is frequently caused by a breakdown in communication and learning communication skills is valuable in preventing and resolving such difficulties (Fisher, 2011). Probably the easiest way to prevent conflict is to ensure good communication. Furthermore, communication issues, the bridge to ensure rapport in a given structure and interaction processes result in conflicts (Erdoğan, 2015).

Furthermore, School head uses his power of authority, look down younger teachers in school and having favorites among teachers are some factors contributes to different values that may cause conflict. According

to George and Jones (2006), conflict in school occurs because of differences in their goals and values.

Teachers backbite other teachers, negative personal attitudes and teachers whose manner offend co-teachers are indicators contributes to different personality that may also cause conflict. Isabu (2017) discussed that the frequent cause of conflict in the school system is personality clash. When two teachers distrust each other's motives, dislike one another for some other reason, cannot get along.

On the other hand, competition is oftentimes source of conflict in schools. Among these conflicts are competition for promotion, sending for seminars and trainings to only certain teacher, competition for coordinatorship and other functions. According to Plessis (2017), competition was very contentious issue that caused conflict among educators, especially in the ways that principals dealt with teachers. In his study, it was found out that favoritism pertaining to promotion posts as well as favoritism of individuals in general seemed to be causing conflict.

Teachers employed at schools should interact with School Heads socially to ensure that they and the organization prosper. Otherwise, conflicts will arise, and peace, collaboration, and team spirit will be hurt, as well as an unruly workplace. Other disputes will arise as a result of this, in addition to decreased performance and motivation and a reduction in educational quality (Martin, 2013).

Conflict Management Styles of School Administrators in Davao Occidental

Q3: What is the conflict management styles of the school administrators in terms of integrating, obliging, dominating, avoiding and compromising?

The idea that organizational members must learn the styles of handling conflict to deal with different situations is highly effective. Rahim (2011) enumerated these styles as integrating, obliging, dominating, avoiding and compromising.

Presented in Table 4 is the conflict management style of the school heads in Davao Occidental in terms of Integrating.

Integrating

It depicts that the respondents' rating obtained a mean of 4.26 for integrating, which is described as always applied. As presented in the

Table, "He/she uses his/her influence to get my ideas accepted" statement got the highest mean of 4.66 which is described as always applied and "He/she usually accommodates the wishes of his/her subordinates" statement got the lowest mean of 3.94 which is described as often applied.

This explained further that an individual with this style face conflict directly and tries to find new and creative solutions to problems by focusing on their own needs as well as the needs of others. This implied that most of the school administrators involve and collaborate with their teachers in handling conflicts in their schools.

Results of the study conducted by Somech (2008) indicated that school-staff teams that learned to appreciate and make constructive use of the different perspectives and experiences may promote team effectiveness.

Table 4. Conflict Management Styles of the School Administrators in Davao Occidental in terms of Integrating

Integrating	MEAN	DESCRIPTION
He/she tries to investigate an issue with his/her subordinates to find a solution acceptable to them.	4.34	Always Applied
He/she exchanges accurate information with his/her subordinates to solve a problem together.	4.13	Often Applied
He/she generally tries to satisfy the needs of his/her subordinates.	4.29	Always Applied
He/she usually accommodates the wishes of his/her subordinates.	3.94	Often Applied
He/she attempts to avoid being "put on the spot" and try to keep my conflict with his/her subordinates to myself.	4.34	Always Applied
He/she usually proposes a middle ground for breaking deadlocks.	4.10	" Often Applied
He/she uses his/her influence to get my ideas accepted.	4.66	Always Applied
	4.26	Always Applied

Moreover, Ladeño (2009) found out in his study that majority of the administrators considered integrating as one of the most extremely and highly desirable style in conflict management.

Obliging

Presented in Table 5 is the conflict management style of the school administrators in Davao Occidental in terms of obliging.

It depicts a mean of 4.20 for obliging, which is described as oftentimes applied. The statement "He/she usually avoids open discussion of his/her differences with my subordinates" got the highest mean of 4.36 which is described as always applied and the statement "He/she often goes along with the suggestions of his/her subordinates" got the lowest mean which is described as often applied. This showed that in handling conflicts, school administrators usually try to satisfy the expectations of his/her teachers, thus, giving in to their suggestions and opinions.

According to Friedman et al., (2010) this style provided an easy way to settle disputes. One party just concedes to the other, so that conflict is reduced.

However, this result was achieved without recognizing the interests of the person who is obliging, and consequently his or her own issues are not resolved, and little energy has been invested into the dispute to find optimal or creative solutions.

Table 5. Conflict Management Styles of the School Administrators in Davao Occidental in terms of Obliging

Obliging	MEAN	DESCRIPTION
He/she tries to work with his/ her subordinates for a proper understanding of a problem.	4.25	Always Applied
He/she often goes along with the suggestions of his/her subordinates.	3.83	Often Applied
He/she usually avoids open discussion of his/her differences with my subordinates.	4.36	Always Applied
He/she avoids an encounter with his/her subordinates.	4.14	Often Applied

He/she is generally firm in pursuing his/her side of the issue.	4.35	Always Applied
He/she sometimes uses his/her power to win a competitive situation.	4.29	Always Applied
	4.20	Often Applied

Obliging may resolve the dispute for the moment, but collective resources have not been expanded through creative problem solving, and one side's problems may still remain.

Dominating

Presented in Table 6 is the conflict management style of the school administrators in Davao Occidental in terms of dominating. A mean of 4.46 for dominating, which is described as always applied. "He/she tries to find a middle course to resolve an impasse" statement got the highest mean of 4.73 which is described as always applied and the statement "He/she uses his/her authority to make a decision in my favour" got the lowest mean which is described as often applied.

Table 6. Conflict Management Styles of the School Administrators in Davao Occidental in terms of Dominating.

Dominating	MEAN	DESCRIPTION
He/she tries to work with his/ her subordinates to find solution to a problem that satisfies our expectations	4.62	Always Applied
He/she usually allows concessions to his/her subordinate	4.38	Always Applied
He/she tries to stay away from disagreement with his/her subordinates.	4.34	Always Applied
He/she tries to avoid unpleasant exchanges with his/her subordinates.	4.59	Always Applied
He/she tries to find a middle course to resolve an impasse.	4.73	Always Applied

He/she uses his/her authority to make a decision in my favour.	4.10	Often Applied
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	4.46	Always Applied
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An individual with this style has high concern for self and low concern for others. This style relied on the use of position power, aggression, verbal dominance and perseverance.

In line with the study of Kipyego (2013) which revealed that authoritative command is the most effective technique of resolving conflicts. This shows that dominating style was commonly used by school principals in handling conflicts in schools. According to Somech (2008) dominating pattern of handling conflicts might be a destructive form of a resolution, which may hamper team functioning and reduce team performance.

Avoiding

Presented in Table 7 is the conflict management style of the school administrators in Davao Occidental in terms of avoiding. A mean of 4.23 for avoiding, which is described as always applied. The statement "He/she negotiates with my subordinates so that a compromise can be reached" got the highest mean of 4.35 which is described as always applied and the statement "He/she collaborates with his/ her subordinates to come up with decisions acceptable to us" got the lowest mean of 4.15 which is described as often applied.

This explained that the person with this kind of style has low concern for self and had been associated with withdrawal, buck-passing, or sidestepping situations. This style was useful when the potential dysfunctional effect of confronting the other party outweighs the benefits of the resolution of conflict.

Table 7. Conflict Management Styles of the School Administrators in Davao Occidental in terms of Avoiding.

Avoiding	MEAN	DESCRIPTION
He/she tries to bring all our concerns out in the open so that the issues can be resolved in the best possible way.	4.19	Often Applied
He/she collaborates with his/ her subordinates to come up with decisions acceptable to us.	4.15	Often Applied

He/she gives in to the wishes of his/her subordinates.	4.20	Often Applied
He/she negotiates with my subordinates so that a compromise can be reached	4.35	Always Applied
4.23		Always Applied

There were several reasons for using avoiding style of conflict management. According to Rahim (2011), Avoidance as a style for managing conflict is usually counterproductive, often leading to stress and further conflict. Those who continually avoid conflict bottle up feelings of irritation, frustration, anger, or rage inside themselves, creating more anxiety. Avoidance is essentially a static approach to conflict; it does nothing to solve problems or to make changes that could prevent conflicts.

However, there were some situations in which avoidance were useful, for example, when an issue was of trivial importance or when the potential damage from conflict were too great. Avoidance can also provide a cooling-off period to allow participants to determine how to best resolve the conflict at a later time.

Compromising

Presented in Table 8 is the conflict management style of the school administrators in Davao Occidental in terms of compromising. A mean of 4.39 for compromising, which is described as always.

The statement "He/ she tries to integrate his/ her ideas with those of his/ her subordinates to come up with a decision jointly" got the highest mean of 4.61 which is described as always applied and the statement "He/she tries to satisfy the expectations of his/her subordinates" got the lowest mean of 4.11 which is described as often applied.

This further explained that an individual with this style involves give-and-take whereby both parties give up something to make a mutually acceptable decision. Heavy reliance on this style may be dysfunctional when used in dealing with strategic issues. This showed that in handling conflicts, most of the principals take the midway decision through the use of give and take situations. According to Burnside (2008), most of the

managers applied compromising style to solve complex problems and formulated effective solutions to those problems.

Table 8. Conflict Management Styles of the School Administrators in Davao Occidental in terms of Compromising.

Compromising	MEAN	DESCRIPTION
He/ she tries to integrate his/ her ideas with those of his/ her subordinates to come up with a decision jointly	4.61	Always Applied
He/she tries to satisfy the expectations of his/her subordinates.	4.11	Often Applied
He/she tries to keep my disagreement with his/her subordinates to myself in order to avoid hard feelings.	4.35	Always Applied
He/she uses "give and take" so that a compromise can be made	4.51	Always Applied
He/she uses his/her expertise to make a decision in my favour.	4.36	Always Applied
	4.23	Always Applied

Generally, the result of the study shows that the top conflict management style of the school heads in Davao Occidental was on dominating style.

In contrary, findings of the study of Boucher (2013) revealed that dominating was the least preferred style of conflict management among school principals in some schools in the Philippines. Moreover, there could be some reasons for not using this style of conflict management.

However, Rahim (2011) argued that the dominating style may be useful when an immediate action is needed, or when an unfavourable decision taken by one of the parties involved in a conflict may be harmful to this party itself. Yet it might be used by supervisors dealing with subordinates who have no technical expertise to make decisions.

Schools Climate of the Secondary Schools in Davao Occidental

Q4: What is the school climate in terms of schools' working environment, teachers' work satisfaction and students' involvement?

School climate can be based on students, teachers and school administrators' experiences in school including organizational structures, interpersonal relationships, and teaching and learning techniques (Cohen, 2011).

School Working Environment

Presented in Table 9 is the school climate in Davao Occidental in terms of schools' working environment. A mean rating of 4.39 for school working environment was described as excellent.

The statement "The school's schedule allows adequate time for teacher preparation and planning" got the highest mean of 4.77 which is described as excellent while "Students at this school are well-behaved" statement got the lowest mean of 4.07 which is described as above average.

Table 9. School Climate in terms of Schools' Working Environment

Schools' Working Environment	Mean	Description
1. The school environment is clean and in good condition.	4.24	Excellent
2. I take pride in the appearance of the school.	4.11	Above Average
3. I feel safe outside on the school grounds.	4.22	Excellent
4. I feel safe in the hallways and bathrooms.	4.11	Above Average
5. I feel safe in the classrooms.	4.33	Excellent
6. This school encourages students to get involved in extracurricular activities.	4.37	Excellent
7. Students at this school are well-behaved.	4.07	Above Average
8. School administrators involve teachers in decision making and problem solving.	4.11	Above Average
9. The school's schedule allows adequate time for teacher collaboration.	4.33	Excellent
10. The school's schedule allows adequate time for teacher preparation and planning	4.47	Excellent
	4.39	Excellent

This implied that school heads and teachers maintain exemplary collaboration in the school. School head involved students and teachers in decision making and problem solving which showed righteous leadership.

The principle has a direct and indirect impact on school atmosphere, according to Bartoletti and Connelly (2017). By establishing the tone for interactions, fostering a professional working atmosphere, improving instruction, and keeping the school clean and safe, principals have an indirect impact on school climate. The relationship between teachers and school administrators more broadly shapes a school's working environment. This affects how well the school provides a learning community in which administrative supports and leadership are strong, there is time for peer collaboration and less conflict within the organization (Bryk, 2010).

Teachers' Work Satisfaction

Presented in Table 10 is the school climate in Davao Occidental in terms of teachers' work satisfaction. A mean of 4.19 for teachers work satisfaction was revealed, which is described as above average.

The statement "Teachers at this school build strong relationships with students" got the highest mean of 4.37 which is described as excellent and the statement "Teachers talk with students about ways to understand and control emotions" got the lowest mean of 3.84 which is described as above average.

This implied that teachers in the secondary schools were very satisfied with their job. This explained further that the teachers and school heads had built strong relationship and respected each other as professionals.

Table 10. School Climate in terms of Teachers' Work Satisfaction

TEACHERS' WORK SATISFACTION	MEAN	DESCRIPTION
1. Teachers forward to coming to work every day.	4.16	Above Average
2. Teachers spend too much of teaching time on disciplining students.	4.25	Excellent
3. The best teachers and staff are retained at this school.	4.30	Excellent
4. Teachers have access to the tools I need to do my job.	3.93	Above Average
5. Teachers are satisfied with opportunities for professional growth.	4.20	Excellent

6. Teachers at this school build strong relationships with students.	4.37	Excellent
7. Teachers talk with students about ways to understand and control emotions.	3.84	Above Average
8. Teachers have close working relationships with each other.	4.11	Above Average
9. Teachers are treated and respected as educational professionals.	4.34	Excellent
10. Teachers teach ways to resolve disagreements so that everyone can be satisfied with the outcomes.	4.36	Excellent
	4.19	Above Average

Concisely, teachers' work satisfaction was directly linked to their working environment, which was referred to as the school climate. Salaries, wages, promotions, working hours, teacher autonomy, student behavior, and managerial relationship were some elements of school climate that influenced teachers' job satisfaction (Dou, 2017).

In contrary, studies showed that individuals dissatisfied with their jobs and involved in conflicts were more likely to have reduced or low workplace performance (Karabati et al., 2017).

Students' Involvement

Presented in Table 11 is the school climate in Davao Occidental in terms of students' involvement. A mean of 4.29 for students' involvement was described as excellent.

The statement "Students go to library and used resources on campus" got the highest mean of 4.43 which is described as excellent and the statement "Students discussed their grades with teachers" got the lowest mean of 4.17 which is described as above average.

This implied that the students harmoniously engaged in all school movements. A substantial body of research has found out that students were more engaged in school and attained higher academic achievement in schools with a positive school climate (Thapa, Guffrey & Higgins, 2013).

Table 11. School Climate in terms of Students' Involvement

STUDENTS' INVOLVEMENT	MEAN	DESCRIPTION
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1. Students come to class having completed readings and assignments.	4.35	Excellent
2. Students go to library and used resources on campus.	4.43	Excellent
3. Students work hard to master difficult topics in classes.	4.39	Excellent
4. Students sought advice from teachers and principals.	4.17	Above Average
5. Students participated in school activities.	4.25	Excellent
6. Students discussed their grades with teachers.	4.16	Above Average
7. Students worked with other students on projects in class.	4.26	Excellent
8. Students worked with other students outside class to prepare assignments.	4.32	Excellent
9. Students join in curricular and co-curricular competitions.	4.19	Above Average
10. Students used learning support services to help with personal/non-academic problems.	4.35	Excellent
	4.29	Excellent

Therefore, students may be more likely to comply with rules and expectations when schools have a positive climate that encourages involvement in the school community and positive relationships with teachers and school administrators (Wang & Degol, 2016).

According to Wang (2013), a positive school climate fostered greater students' involvement. Students demonstrated involvement by attending school and participating in school activities, affectively by feelings of pride and attachment to their and cognitively by engaging in studying and learning. At school, students have the potential to form relationships with others as they are in contact with teachers, peers, and other individuals (Wang & Degol, 2016).

Table 12. Schools Climate of the Secondary Schools of Davao Occidental

SCHOOLS' CLIMATE	MEAN	DESCRIPTION
School Working Environment	4.39	Excellent
Teachers' Work Satisfaction	4.19	Above Average

Students' Involvement	4.29	Excellent
	4.29	Excellent

As disclosed in Table 12, the general mean of the schools' climate in the secondary schools in Davao Occidental is 4.29, which is excellent. Students, parents, teachers, and administrators that make up the school community can all benefit from a positive school climate. (Koth, 2010). Therefore, when conflicts were not effectively managed, the school environment was also negatively affected (Dinger and Fidan, 2016).

Relationship Between the Schools Administrators' Conflict Management Styles and the School Climate

Q5: Is there a significant relationship existed between the school administrators' conflict management styles and the school climate?

H₀₁: There is no significant relationship that exists between the school administrators' conflict management styles and the school climate.

Table 13 shows the relationship between the school administrators' conflict management styles and the school climate of the secondary schools in Davao Occidental. It depicts that the r – value of 0.343 for Integrating with low correlation; r – value of 0.499 for Obliging with moderate correlation; r – value of 0.034 for Dominating with negligible correlation; r – value of 0.311 for Avoiding with low correlation and r – value of 0.736 for Compromising with low correlation.

As shown in Table 13, the p-values for integrating, obliging, avoiding, compromising are less than to 0.05 level of significance. It is indicative that statistics provide sufficient evidence to reject the null hypothesis. This implied that there was a significant difference on the school head conflict management styles in terms of integrating, obliging, avoiding and compromising on the school climate of the secondary schools in Davao Occidental.

This explained further that the conflict management styles of the school heads in terms of integrating, avoiding, obliging and compromising must be practiced. Emphasized was the importance of these conflict management styles by the school heads because these styles may result to an excellent and positive school climate.

Chan, Huang and Man-Ng (2007) discussed that integrating, compromising and obliging style of conflict management have strong correlation with teachers' job satisfaction and students' engagement.

Table 13. Relationship between the Schools Administrators' Conflict Management Styles and School Climate

CONFLICT MANAGEMENT STYLES	r-VALUE	DESCRIPTION	p-VALUE	INTERPRETATION
Integrating	0.343	Low Correlation	0.000	Significant
Obliging	0.499	Moderate Correlation	0.000	Significant
Dominating	0.034	Negligible Correlation	0.498	Not Significant
Avoiding	0.311	Low Correlation	0.000	Significant
Compromising	0.736	Substantial Correlation	0.000	Significant

On the other hand, the p-value for dominating style was greater than 0.05 level of significance. This mean that there was no significant relationship on the school head conflict management styles in terms of dominating on the school climate of the secondary schools in Davao Occidental.

The result implied that dominating style of conflict management had nothing to do with the school climate. The above average and excellent school climate of the secondary schools in Davao Occidental was based mainly from the other management styles. Nevertheless, this style may help school heads resolve conflicts in school. Kipyego (2013) revealed that authoritative command is the most effective technique of resolving conflicts.

In contrary, according to Somech (2008), he mentioned that dominating pattern of handling conflicts might be a destructive form of a

resolution, which may reduce employees' performance and negative output.

Conflict Management Style that Significantly Affect the School Climate of the Secondary Schools in Davao Occidental

Q6: 6. Are the conflict management style/s that significantly affect the school climate?

H₀₂: The conflict management styles did not significantly affect the school climate

Presented in Table 14, the summary of stepwise multiple regression Analysis Result. It depicts that compromising style obtained a coefficient value of 0.445; obliging style obtained a coefficient value of 0.126; avoiding style obtained a coefficient value of 0.097; integrating obtained a coefficient value of 0.087, dominating obtained a coefficient value of -0.089 and the constant obtained a coefficient value of 1.418. The higher the coefficients, the higher its contribution to the dependent variable which is the school climate.

Table 14. Summary of Stepwise Multiple Regression Analysis Result

PREDICTOR	R SQUARE	UNSTANDARDIZED COEFFICIENTS	REGRESSION MODEL
Compromising		0.445	y
Obliging		0.126	$= 1.418 + 0.445x_1$
Avoiding	0.657	0.097	$+ 0.126x_2$
Integrating		0.087	$+ 0.097x_3$
Dominating		-0.089	$+ 0.087x_4$
Constant		1.418	$- 0.089x_5$
			where,
			y = school climate
			x_1 = compromising
			x_2 = obliging
			x_3 = avoiding
			x_4 = integrating
			x_5 = dominating

The model obtained r-square value of 0.657 or 65.70%. Statistically, this implied that all conflict management styles of the school heads had significantly affected the school climate of the secondary schools in Davao Occidental. This further implied that about 34% on the variables that affected the school climate can be attributed to other factors not included in the model.

Hence, schools heads had effectively applied all conflict management styles in terms of integrating, obliging, avoiding, compromising and dominating because it significantly resulted to an excellent and positive school climate in terms of school working environment, teachers job satisfaction and students engagement.

It was accounted from the cited literature that positively managed conflict enhance the performance of the school while badly managed conflict make the working environment worst, job dissatisfaction and badly effect employees performance (Msila, 2012).

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study was conducted to assess the conflict management styles of public secondary school administrators and its relationship to the school climate in ten secondary schools of Davao Occidental, particularly the Mariano Peralta National High School (MPNHS), Fishing Village Comprehensive National High School (FVCHS), Basiawan National High School (BNHS), Heracleo Casco Memorial National High School (HCMNHS), Lawa National High School (LNHS), Don Marcelino National High School

(DMNHS), Jose Abad Santos National High School (JASNHS), Kalbay National High School (KNHS), Alberto Olarte Jr. National High School and Jose de Arce National High School (JDANHS).

Descriptive correlational method and simple random sampling technique in teacher-respondents was employed. The respondents of the study were the secondary teachers and 10 school heads in Davao Occidental. Data were gathered using questionnaire. Data were analyzed using percentage, mean and Product-Moment Correlation Analysis.

It was found that the sources of conflict were poor communication, difference in personality, different in values and competition among school personnel. Furthermore, it was found out that the poor communication, difference in personality and different values are observed as always source of conflict in secondary schools while the often observed source of conflict was competition.

In terms of conflict management styles of the school heads, integrating, dominating, avoiding and compromising were always applied by the school heads while obliging was often applied. It was also found out that the top conflict management style of the school heads in Davao Occidental was dominating.

In terms of the school climate of the secondary schools in Davao Occidental, school working environment and students' involvement were excellent while teachers' work satisfaction was above average.

The conflict management styles terms of integrating, obliging, avoiding and compromising had a significant relationship to the school climate of the secondary schools while dominating style had no significant relationship on the school climate of the secondary schools in Davao Occidental.

Finally, all conflict management styles had significantly affected the school climate of the secondary schools in Davao Occidental. This implies that schools heads have effectively applied all conflict management styles in terms of integrating, obliging, avoiding, compromising and dominating because it significantly resulted to an excellent and positive school climate in terms of school working environment, teachers' job satisfaction and students engagement.

Conclusion

Based on the results and findings of the study, the researcher deduced that the always observed as source of conflict in the secondary

schools in Davao Occidental were poor communication, difference in personality and different values while competition was often observed.

In the conflict management styles, the highest management style always applied by the school heads was on dominating style. In school climate, in terms of school working environment and student engagement, the result was excellent while teachers' job satisfaction was above average.

The conflict management styles terms of integrating, obliging, avoiding and compromising had a significant relationship to the school climate of the secondary schools. The dominating management style had no significant relationship to the school climate of the secondary schools.

All conflict management styles of the secondary school significantly affect the school climate of the secondary schools heads in Davao Occidental.

Recommendation

The following recommendations are offered based on the conclusion of the study:

1. School heads and teachers should communicate well in the workplace. Hence, distribution of workloads and transparency should be given focus. Competition in the workplace is natural yet it should be healthy. The school heads should always follow the guidelines mandated by the Department of Education.
2. School heads should continue their style of managing conflicts since the result the school climate was excellent. Thus, dominating style of managing conflict should be applied by the school heads to amplify leadership effectively.
3. As an avenue for future studies, the same study can be replicated to all schools in the province of Davao Occidental to verify the results of the study.
4. Further study can be conducted related to variables involved in conflict management style, not included in this study, which can affect the school climate.

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