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## **Conflict Management Styles of School Heads and Teachers' Job Satisfaction and Efficiency**

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### **ABSTRACT**

This quantitative study employed the descriptive correlational model research design to determine the conflict management style of school heads in secondary schools in the Districts of Naval, Division of Biliran relevant to teachers' job satisfaction and efficiency. The respondents of this study comprised of five secondary school heads and 142 teachers in Districts I-IV of Naval selected by stratified random sampling. A modified questionnaire for the profiling of school heads and the *Rahim Organizational Conflict Inventory II FORM B* was used to determine their conflict management style. The *Minnesota Satisfaction Questionnaire* and the *Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001)* were utilized for the teacher respondents. The findings of the study revealed that the highest educational attainment profile of school heads and their conflict management style has a significant relationship towards teachers' job satisfaction and efficiency. It is strongly recommended that school heads keep themselves abreast with the latest trends in managing its workforce by continuing professional growth and actively engaging in capability building programs and seminar-workshops to enhance their conflict management style.

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**Keywords:** *Conflict, Conflict Management Style, School Heads, Teacher's Efficiency.*

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### **1. Introduction**

For an organization to thrive, certain factors are to be handled and addressed by its managers properly. One of which is conflict. The manner in which it is handled has the potential to affect a teacher's job satisfaction and efficiency. Having conflict in the workplace is inevitable. Conflict manifests itself as a natural and social occurrence (Ahmed, 2015). It is an expressed struggle between two interdependent parties who are having incompatible goals or views Oboegbulem and Alfa (2013) pointed out that in all human interactions especially organizations, conflicts are bound to occur. Thus, just like other organizations, conflicts are bound to arise in schools due to the collection of people with different personalities. Mishandled conflicts create tension and result in poor organizational performance.

However, effective leaders have been known to manage conflict rather than eradicate it as an efficient function (Boucher, 2013). Since conflicts are a natural part of the workplace, it is important that a school head knows how to effectively handle conflict and make it a good learning experience before it escalates to physical and emotional violence.

According to Karim (2015), conflict management style is what we apply when we identify and deal with conflict in a reasonable manner. It is the general attitude reflected in responding to conflict in reciprocal interactions of individuals (Xu and Davidhizar, 2004).

In the workplace, the conflict management style of a school head can affect the teachers' job satisfaction. An analysis

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identified correlations between job satisfaction showing a significant relationship between several levels of interpersonal relationships and various aspects of quality education (Persevica, A, 2011). This means that teachers who feel satisfied with their job reflect it in the quality of performance or their efficiency in implementing the education plans at school which results in good quality education for students.

The way a school head handles conflict with the teachers can also significantly affect their teaching efficiency. Teacher efficiency has been defined as a teacher's belief that his or her ability has a positive effect on student learning and is one of the few teacher characteristics consistently related to student achievement (Ashton, 1985; and Kushner, 2007).

However, a study by Msila (2012) on conflict management stated that the majority of school leaders lack an understanding of their roles. Hence, this study will investigate the conflict management styles of school heads and its significant relationship towards teachers' job satisfaction and efficiency in all Secondary Schools in the Districts of Naval, Division of Biliran and subsequently be able to develop a workable approach to conflict management.

Reviewed literature show that failure to resolve conflicts properly can lead to a decrease in job satisfaction and higher staff turnover resulting in poor academic performance. However, studies reviewed were done long time ago (Chan & Huang, 2010). Living in an ever-changing society, a new study will help in determining the conflict management styles of school heads and teachers' job satisfaction and efficiency; it will also address a contextual gap which needs to be filled in this study.

### *1.2 Objectives of the Study*

The study generally aimed at determining the conflict management styles of school heads in all secondary schools in the Districts of Naval towards teachers' job satisfaction and efficiency. Specifically, it aimed to:

1. Determine the profile of the School Heads in terms of: age; sex; civil status; highest educational attainment; no. of years as a school head; and current position.
2. Ascertain the conflict management styles of school heads.
3. Find out the teachers' job satisfaction.
4. Determine the teachers' efficiency.
5. Ascertain the significant relationship between the profile of the school heads and their conflict management styles.
6. Ascertain the significant relationship between the conflict management styles of school heads and teachers' job satisfaction.
7. Ascertain the significant relationship between the conflict management styles of school heads and teachers' efficiency.
8. Develop an enhancement training-workshop on conflict management.

### *1.3 Framework of the Study*

The study employed the Conflict Theory which states that tensions and conflicts arise when resources, status and power are unevenly distributed between groups in society and that these conflicts become the engine for social change, (Crossman, 2018).

Karl Marx (1818–1883) was considered the proponent of this theory who saw society as being made up of individuals in different social classes who must compete for social, material, and political resources such as food and housing, employment, education, and leisure time.

*Conceptual Framework.* Determining the conflict management styles of school heads in the Districts of Naval is the main purpose of this study. It also aimed to find out teachers' job satisfaction and efficiency. It also hypothesized that the profile of school heads and their conflict management styles may have a significant relationship with teachers' job satisfaction and efficiency. As a result, an enhancement training-workshop proposal must be crafted to address the concerns raised in this study. Figure 1, shows the conceptual framework of this study. It shows the possible relationship between the factors that may affect teachers' job satisfaction and efficiency.

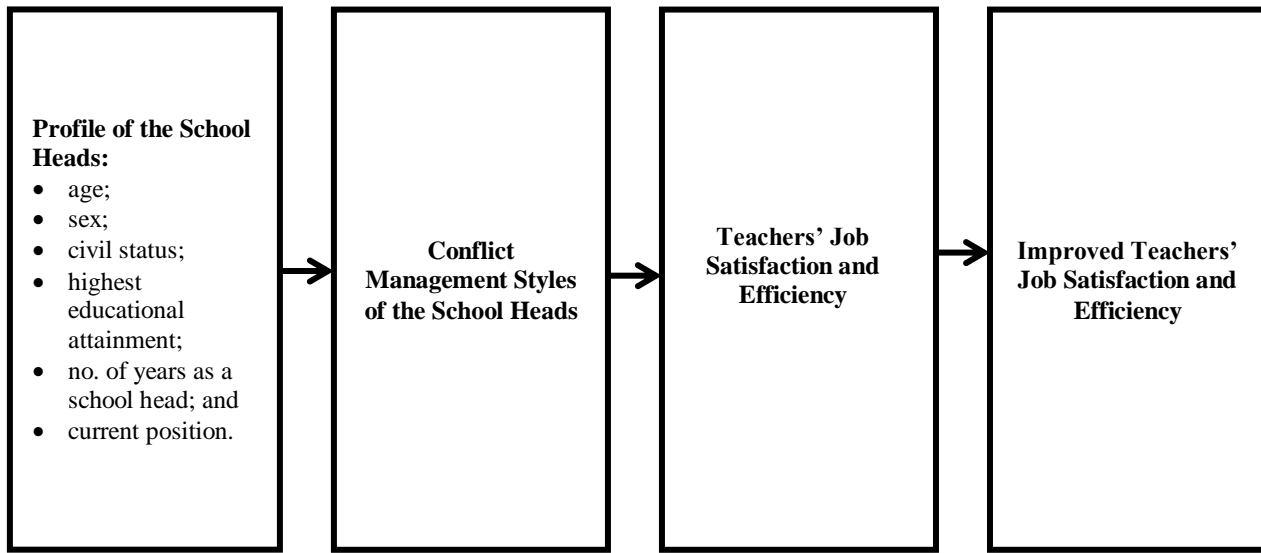


Figure I. The Conceptual Framework of the Study

#### 1.4 Review of Literature

This part reviews the significant literature related to the study, capturing relevant information which provides the concepts and processes around which this study revolves. It is likewise focused on types of conflict management styles in schools.

Ahmed (2015) defines conflict as a sharp disagreement or opposition of interest or ideas. Conflict can occur at several levels and various degrees in any organization. First, interpersonal conflicts usually occur due to: 1) differing work roles and work load, 2) individual differences on values, goals and needs, and 3) individuals competing for resources, such as, promotions or work assignment (Kipruto & Kipkemboi, 2013). Second, intra-group conflicts may arise due to disagreement or differences among group members or sub-groups regarding the goals, functions or activities of the group. Lastly, there may be inter-group conflicts which tend to develop when there is 'us against them' mind-set, for example in departments, or levels of decision making.

Thus, groups see each other as enemies and tend to become hostile; as a result, positive relationship decreases (Ramani & Zhimin, 2010). Uchendu et al. (2013) pointed out that school, just like other bureaucratic organizations have their own unique labor divisions, a line of command in terms of teacher-principal and subordinate relationships, rules and regulations, and communication flow which is bound to bring conflicts.

There are various reasons cited in reference to conflict in any work setting (Makori & Onderi, 2013; Uchedu et al., 2013) For example, Uchendu et al. (2013) enumerated factors, such as; scarcity of resources, task interdependence, role and goal incompatibility, formal and informal group opposition, communication problems, poor academic performance, and bad political interference.

Meanwhile, Bano et al., (2013) assumes in their human needs or identity theory that deeply rooted conflict outcomes are due to unmet or frustrated human needs which relate to; security, identity, recognition, participation and autonomy.

Ramani and Zhimin (2010) pointed out that successful conflict resolution involves listening and providing opportunities to address the needs of all parties, and adequately addressing their interests to find a win-win outcome for the parties involved. Integrating provides openness and collaboration and allows all parties to share their information about their concerns about the problem.

Research by Akuffo (2015) showed that obliging management style is positively related to job satisfaction. An obliging style is associated with an attempt to diminish differences and emphasize commonalities for the purpose of satisfying the needs of the other party. It can be used as a strategy when an individual is willing to make a concession with the hope of getting something in return. The strategies used in obliging styles include making excuses, to be silent, soft language, reluctant in voice and follow the ideas of opponent party. An obliging individual is a conflict absorber (Rahim, 2012).

Farooqi, et al. (2016), stated that dominating style is applied when managers want to achieve their goals without caring for others and to satisfy one's own concerns and gaining power. This style is appropriate when the issues involved in a conflict

are important to the party or when an unfavourable decision by the other party may be harmful to this party (Rahim, 2012). Rahim stressed that this style can be suitable when a manager deals with daily and repetitive decisions, or when the subordinate is competitive. However, it is not suitable when the issue is central to the individuals involved in conflict situations. Since this style is characterized by an individual's high concern for self and low concern for the other party, it is generally regarded as unethical. This behaviour can create critical problems which lead to job dissatisfaction.

Meanwhile, school heads with low concern for themselves and for others adopt the avoiding style (Rahim, 2012) the avoiding style is used when the situation can be ignored and is assumed that conflict may be resolved without personal involvement. The manager remains neutral which often offends both parties.

Research by Ocluma and Titrek (2015) found that avoidant decision-making style affect job satisfaction negatively and increases staff turnover intentions. However, it can sometimes help cool down situation which is why Ghaffar & Khan (2012) finds it useful in securing long term solution to the problems.

For school heads with intermediate concern for themselves and others use compromising style (Rahim, 2012). There are numerous regulatory mechanisms developed to resolve disputes in schools such as; negotiation, collective bargaining, and mediation (Mapolisa & Tshabalala, 2013; Ramani & Zhimin, 2010).

In a study conducted by Karim (2015) he found that empowering the stakeholders to resolve their own problems by their-selves has been an excellent strategy to manage conflicts. According to (Rahim, 2012) compromising style may be effectively used to handle the strategic and complex issues. In this style, the parties negotiate the strategically important point and let go of the insignificant point. Research has shown that compromising style to be positively related to job satisfaction (Akuffo, 2015).

Numerous research projects have focused on the study of the relationship between job satisfaction and the employed conflict management style since the 1960s. M.L. Voon et al., (2011) concluded in their study that a transformational conflict management style has a positive relationship with job satisfaction. Different situations that arise may require the school head to adapt his or her conflict management style in order to meet the demands of the requirements.

Schwartz (2017) In order to add another layer of job satisfaction to teachers, it is therefore, imperative to consider the leadership style of the principal leading the school. The same conclusion was made by Karabina (2013) stating that leadership style plays an important role and is connected with the teachers' job satisfaction. Citing dimensions as; charisma, individualised consideration, intellectual stimulation and influence to have a positive impact on job satisfaction of the teachers.

Atsebeha (2016), Huang et al., (2013) likewise found a relationship existing between conflict management style and teacher job efficiency. It needs to be accompanied by a style of decision making to be able to promote teacher job efficiency. Hariri (2011) suggest that in order to enhance teacher job efficiency, stakeholders (particularly policymakers and district education leader) could consider ways to help the school heads in collaboration with their staff to exhibit much more conflict management style and rational decision-making to improve all the facets of teaching efficiency.

Meanwhile, Waters (2013) support the notion that where principals are inspirational and motivational, and where levels of aspiration are being heightened, job satisfaction and efficiency will be higher and teachers will be happier, educational excellence will be promoted and supportive caring 'disciplined' environments will be sustained.

It is important to note that teachers are motivated to work when their efforts are recognized (Barmao, 2012). Barmao, further argued that conflict could be managed by providing good working conditions, like; availability of teaching materials, supportive supervisory service, and opportunities to innovate as well as in-service training to help them become efficient enforcers of education plan. Based on the above mentioned literature, various factors can initiate conflict between teachers and school leaders and if not addressed or managed properly, they may lead to low school performance, absenteeism, under achievement of school plans, unhealthy work environment and distrust among workers. However, with appropriate leadership style and decision making, conflicts can be resolved and teacher satisfaction is achievable.

### **1.5 Methodology**

This quantitative study made use of a descriptive correlational design to find out the choice of conflict management style of school heads in all public secondary schools in the Districts of Naval, Division of Biliran.

#### **Research Locale**

This study took place in the Districts of Naval I-IV, Naval, Biliran. It was participated only by the following public secondary schools: Fidel M. Limpiado National High School, Lucsoon National High School, Naval Night High School and Naval School of Fisheries; where no such study had been made in the past and the researcher being a secondary school teacher.

The respondents of this study composed of 5 secondary school heads and 142 teachers in the secondary schools of Districts I-IV of Naval in the Division of Biliran. Stratified random sampling was employed in choosing the teacher respondents of this study so that there will be appropriate representation of the teachers per school.

The survey questionnaire for school heads were composed of two parts: Part I dealt with the Profile of the School Heads as to age, sex, civil status, highest educational attainment, years in practice as a school head and current position. Meanwhile, Part II included the Rahim Organizational Conflict Inventory II (ROCI II) FORM B for school head respondents. It was developed by Rahim for the purpose of determining what styles people use to handle interpersonal conflict. The tool has 28 items and categorizes the conflict management styles as accommodating, avoiding, collaborating, competing, and compromising. The ROCI II uses a five point Likert scale; 5- Strongly Agree, 4- Agree, 3- Moderately Agree, 2- Disagree, and 1- Strongly Disagree. There are three ROCI II forms, (A) for supervisors, (B) for those under the supervisors, and (C) for peers (Rahim, 1983). For the purpose of this study the ROCI II Form (B) was utilized.

For teacher respondents, the survey questionnaire was composed of two parts: Part I was the Minnesota Satisfaction Questionnaire, Copyright 1977. It was lifted from the Vocational Psychology Research, University of Minnesota, USA which is composed of 20 items and a five point Likert Scale: 5- Very Satisfied; 4- Satisfied; 3- Neither Satisfied nor Dissatisfied, 2- Dissatisfied and 1-Very Dissatisfied. Part II was the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001) designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. It utilized a five point Likert scale: 5- A Great Deal, 4- Quite A Bit, 3- Some Influence, 2- Very Little, and 1- Nothing.

Before the conduct of the study, a permit was secured from the Superintendent of the Schools Division Office of Biliran, with the endorsement from the Dean of the Graduate School of Naval State University.

Upon obtaining approval, the researcher then proceeded to the identified secondary schools and administered the survey. The researcher then encouraged the respondents to give their very honest and precise answers to establish the reliability of the findings. They were assured that the information they provided would be held confidential and that it would only be utilized for research purposes.

The data gathered from the survey questionnaires was recorded using corresponding quantitative equivalents. The analyses were done using the following methods of scoring the respondent's profile, conflict management style and teachers' job satisfaction and efficiency.

The data of this study were treated statistically using percentage distribution, frequency count, chi-square and Pearson Product-Moment Correlation Coefficient (PPMCC). Using the PPMCC formula, the researcher determined the relevance of the conflict management styles used by school heads to teacher's job satisfaction and efficiency.

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## **2.0 Results and Findings**

This chapter discusses the analysis of the data gathered with their corresponding presentation: Profile of the School Heads, Conflict Management Styles of School Heads, Relationship between the Profile of the School Heads and their Conflict Management Styles, and Relationship between the Conflict Management Styles and Teachers' Job Satisfaction and Efficiency.

### **Profile of School Heads**

The profile of school heads includes: Age, Sex, Highest Educational Attainment, Civil Status, No. of Years as a School Head and Current Position. Results of the study are presented in the following tables.

2.1 Table 1 Percentage Distribution of the Profile of School Heads

Age	f	%
64	1	20.00
49	1	20.00
46	1	20.00
42	1	20.00
35	1	20.00
<b>Total</b>	<b>5</b>	<b>100.00</b>
Sex	f	%
Male	3	60.00
Female	2	40.00
<b>Total</b>	<b>5</b>	<b>100.00</b>
Civil Status	f	%
Single	0	0.00
Married	5	100.00
<b>Total</b>	<b>5</b>	<b>100.00</b>
Highest Educational Attainment	f	%
Doctorate degree	1	20.00
With doctorate units	1	20.00
Master's degree	3	60.00
With master's units	0	0.00
BS Degree	0	0.00
<b>Total</b>	<b>5</b>	<b>100.00</b>
Number of Years as SH	f	%
3	1	20.00
4	2	40.00
5	1	20.00
11	1	20.00
<b>Total</b>	<b>5</b>	<b>100.00</b>
Current Position	f	%
HT – II	1	20.00
HT – III	2	40.00
OIC-Principal	1	20.00
Principal	1	20.00
<b>Total</b>	<b>5</b>	<b>100.00</b>

*Age.* As shown in Table 1, the age of school heads vary within 35 to 65 years old. Moreover, the findings imply that most school heads are at the age of 40 when they moved to the management level of their teaching careers.

*Sex.* It is further revealed that 60% of school heads are male and 40% are female. It indicates that there are more male school heads in the four Districts of Naval than females.

*Civil Status.* In terms of civil status, 100% of school heads in the Districts of Naval are married.

*Highest Educational Attainment.* As presented above, 60% of school heads has Master's degree while 20% has Doctorate degree and another 20% has Doctorate units. This means that most school heads are educationally qualified and equipped when they started managing schools.

*No. of Years as a School Head.* Table 1 further revealed that 80% of school heads have only been in the management level for less than 5 years.

*Current Position.* As seen in Table 1, 20% of school heads has a current position of HT-II, 40% is HT-III, 20% is OIC-Principal and 20% is Principal I. This implies that the current position of most school heads managing the schools are Head Teachers. In the study of (Msila, 2012) he emphasized that schools are prone to conflicts and breakdown in communication especially in an age where all role-players are aware of their rights. Another related studies by (Kalagbor, 2015) concluded that school managers are beginning to understand the legal implications associated in their administrative duties bordering on students' management. It was thus recommended that, relevant institutional frameworks should be appropriately put in place to enable the principals and teachers further appreciate the emerging ideas and innovations concerning students' conflicts management in schools.

### Conflict Management Styles of School Heads

The following table reveals the conflict management styles of school heads as identified in the Rahim Organizational Conflict Inventory II (ROCI II) Form B.

**2.2 Table 2 Conflict Management Styles of School Heads**

<b>Collaborating Style</b>	<b>WM</b>	<b>Description</b>
I try to investigate an issue with my subordinate to find a solution acceptable to us	4.60	Strongly Agree
I try to integrate my ideas with those of my subordinates to come up with a decision jointly	4.60	Strongly Agree
I try to work with my subordinates to find solution to a problem that satisfies our expectations	4.40	Agree
I exchange accurate information with my subordinates to solve a problem together	4.80	Strongly Agree
I try to bring all our concerns out in the open so that the issues can be resolved in the best possible way	3.60	Agree
I collaborate with my subordinates to come up with decisions acceptable to us	4.20	Agree
I try to work my subordinates for a proper understanding of a problem	4.20	Agree
<b>AWM</b>	<b>4.34</b>	<b>Agree</b>
<b>Accommodating Style</b>	<b>WM</b>	<b>Description</b>
I generally try to satisfy the needs of my subordinates	4.80	Strongly Agree
I usually accommodate the wishes of my subordinates	2.40	Disagree
I give in to the wishes of my subordinates	2.60	Moderately Agree
I usually allows concessions to my subordinates	3.80	Agree
I often go along with the suggestions of my subordinates	2.80	Moderately Agree
I try to satisfy the expectations of my subordinates	3.80	Agree
<b>AWM</b>	<b>3.37</b>	<b>Moderately Agree</b>
<b>Competing Style</b>	<b>WM</b>	<b>Description</b>
I use my influence to get my ideas accepted	2.20	Disagree
I use my authority to make a decision in my favor	1.60	Disagree
I use my expertise to make a decision in my favor	2.20	Disagree
I am generally firm in pursuing my side to the issue	3.40	Moderately Agree
I sometimes use my power to win a competitive situation	3.20	Moderately Agree
<b>AWM</b>	<b>2.52</b>	<b>Disagree</b>
<b>Avoiding Style</b>	<b>WM</b>	<b>Description</b>
I attempt to avoid being “put-on the spot” and try to keep my conflict with my subordinates to myself	3.40	Moderately Agree
I usually avoid open discussion of my differences with my subordinates	3.20	Moderately Agree
I try to stay away from disagreement with my subordinates	2.80	Moderately Agree
I avoid an encounter with my subordinates	2.90	Moderately Agree
I try to keep my disagreement with my subordinates to myself in order to avoid hard feelings	3.00	Moderately Agree
I try to avoid unpleasant exchanges with my subordinates	3.60	Agree
<b>AWM</b>	<b>3.15</b>	<b>Moderately Agree</b>
<b>Compromising Style</b>	<b>WM</b>	<b>Description</b>
I try to find a middle course to resolve an impasse	4.20	Agree
I usually propose a middle ground for breaking deadlocks	3.80	Agree
I negotiate with my subordinates so that a compromise can be reached	4.20	Agree
I use “give and take” so that a compromise can be made	3.60	Agree
<b>AWM</b>	<b>3.95</b>	<b>Moderately Agree</b>

Table 2 shows the five Conflict Management styles of the Rahim Organizational Conflict Inventory II (ROCI II) Form B for School Heads, such as: Collaborating, Accommodating, Competing, Avoiding, and Compromising.

It reveals that school heads agree with Collaborating Style (awm=4.34). Moreover, it shows that school heads moderately agree with Accommodating Style (awm=3.37), Avoiding Style (awm=3.159), and Compromising Style (awm=3.95). However, school heads were found to disagree with Competing Style (awm=2.52) in dealing with conflict in the workplace.

In collaborating style, it stemmed to strongly agree or 4.80 for the indicator "I exchange accurate information with my subordinates to solve a problem together". This result implies that school heads tend to solve conflict through soliciting precise facts and evidences from subordinates to eschew complaint and to solve problems in the organization. In the same light, the indicator "I generally try to satisfy the needs of my subordinates" have the same weighted mean of 4.80 in the accommodating style. This score clearly means that the school heads certainly chose to assist and placate their subordinates to accommodate in order to solve issues and concerns. Contrariwise, in competing and avoiding styles, the results are remarkably alike on "I use my authority to make a decision in my favor" garnered a weighted mean of 1.60 and the indicator "I try to stay away from disagreement with my subordinates gained 2.80 respectively". Merging these two indicators would simply imply that school heads are very cautious in managing conflict. Hence, this is strongly supported by the indicator "I negotiate with my subordinates so that a compromise can be reached" from the compromising style having an extremely high score of 4.20 labeled as agree. (Shafqat Naeem Akhtara M. A., 2010) Disclosed that Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction

### Teachers' Job Satisfaction

The table below presents the level of teachers' job satisfaction.

**2.3 Table 3 Teachers' Job Satisfaction**

No.	Statement	WM	Description
1.	Being able to keep busy all the time	3.68	Satisfied
2	The chance to work alone on the job	3.56	Satisfied
3	The chance to do different things from time to time	3.67	Satisfied
4	The chance to be "somebody" in the community	3.51	Satisfied
5	The way my boss handles his/her workers	3.54	Satisfied
6	The competence of my supervisor in making decisions	3.59	Satisfied
7	Being able to do things that don't go against my conscience	3.50	Neither satisfied nor dissatisfied
8	The way my job provides for steady employment	3.89	Satisfied
9	The chance to do things for other people	3.77	Satisfied
10	The chance to tell people what to do	3.56	Satisfied
11	The chance to do something that makes use of my abilities	3.65	Satisfied
12	The way company policies are put into practice	3.50	Neither satisfied nor dissatisfied
13	My pay and the amount of work I do	3.56	Satisfied
14	The chances for advancement on this job	3.52	Satisfied
15	The freedom to use my own judgment	3.58	Satisfied
16	The chance to try my own methods of doing the job	3.63	Satisfied
17	The working conditions	3.49	Neither satisfied nor dissatisfied
18	The way my co-workers get along with each other	3.70	Satisfied
19	The praise I get for doing a good job	3.65	Satisfied
20	The feeling of accomplishment I get from the job	3.63	Satisfied
	<b>AWM</b>	<b>3.61</b>	<b>Satisfied</b>



The table above shows the responses of the teachers as to their level of job satisfaction which revealed an over-all result of “Satisfied” (awm=3.61). It is evidently shown in the table above that teachers' job satisfaction is imperative as to extreme weighted mean of 3.89 with very satisfied description in the indicator, “the way my job provides for steady employment.” In this manner, having a regular salary means a lot to them. However, in the indicator “the working conditions” showed the lowest weighted mean of 3.49 neither satisfied nor dissatisfied. This implies that the teachers felt contented if they are comfortable in their work. This claim is well-supported by (Velmurugan, 2016) in his statements that in order to attract efficient people towards teaching profession and to retain the committed teachers in the same profession their job satisfaction level has to be improved by offering decent salary, convenient working time, providing necessary freedom and assistance for their professional growth etc.

### Teachers' Efficiency

Table 3 presents the level of teachers' efficiency.

**2.4 Table 4 Teachers' Efficiency**

No.	Statement	WM	Description
1	How much can you do to get through to the most difficult students?	3.84	Quite A Bit
2	How much can you do to help your students think critically?	3.77	Quite A Bit
3	How much can you do to control disruptive behavior in the classroom?	3.83	Quite A Bit
4	How much can you do to motivate students who show low interest in school work?	3.88	Quite A Bit
5	To what extent can you make your expectations clear about student behavior?	3.75	Quite A Bit
6	How much can you do to get students believe they can do well in school work?	3.91	Quite A Bit
7	How well can you respond to difficult questions from your students?	3.77	Quite A Bit
8	How well can you establish routines to keep activities running smoothly?	3.82	Quite A Bit
9	How much can you do to help your students value learning?	3.94	Quite A Bit
10	How much can you gauge your student comprehension of what you have taught?	3.83	Quite A Bit
11	To what extent can you craft good questions for your students	3.84	Quite A Bit
12	How much can you do to foster student creativity	3.80	Quite A Bit
13	How much can you do to get children to follow classroom rules?	3.82	Quite A Bit
14	How much can you do to improve the understanding of a student who is falling	3.81	Quite A Bit
15	How much can you do to calm a student who is disruptive or noisy?	3.86	Quite A Bit
16	How well can you establish a classroom management system with each group of students?	3.84	Quite A Bit
17	How much can you do to adjust your lessons to the proper level for individual students?	3.85	Quite A Bit
18	How much can you use from a variety of assessment strategies?	3.82	Quite A Bit
19	How well can you keep a few problem students from ruining the entire lesson?	3.76	Quite A Bit
20	To what extent can you provide an alternative explanation or example when students are confused?	3.75	Quite A Bit
21	How well can you respond to defiant students?	3.66	Quite A Bit
22	How much can you assist families in helping their children do well in school?	3.64	Quite A Bit
23	How well can you implement alternative strategies in your classroom?	3.80	Quite A Bit
24	How well can you provide appropriate challenges for every capable student?	3.76	Quite A Bit
	<b>AWM</b>	<b>3.81</b>	<b>Quite A Bit</b>

The table above shows the responses of the teachers as to their level of efficiency which revealed an over-all result of “Quite A Bit” ( $awm=3.81$ ). In the indicator “how much can you do to get students believe they can do well in school work?” garnered a weighted mean of 3.94 which means teachers believe to get satisfied only quite a bit to their present work as to facilitating learners learning activity in school. The lowest score of 3.64 among all indicators is “how much can you assist families in helping their children do well in school?” This implies that parents are so busy that they have no time to get in touch with school teacher. In the study of (Demirtaú\*, 2010) he revealed that it is expected that a school which has teachers with high level of job satisfaction gives qualified education and brings up successful students.

### Relationship between the Profile of School Heads and their Conflict Management Styles

Table 5 and Table 6 present the relationship between the profile of school heads as to their age and number of years in service, sex, civil status, highest educational attainment and current position profile of the school head and their conflict management style.

**2.5 Table 5 Age and Number of Years in Service Profile of the School Heads and their Conflict Management Styles**

Variable	M	SD	r-value	p-value	Decision
Age	47.20	10.76	0.186	0.764	Accepted
Number of Years in Service	5.40	3.21	0.053	0.932	Accepted

Table 5 presents the relationship between Age and Number of Years in Service Profile of the School Head and their Conflict Management Style.

It can be noted that there is no significant relationship between age ( $r=0.186$ ,  $p=0.764$ ) and number of years in service ( $r=0.053$ ,  $p=0.932$ ). This implies that there is no sufficient evidence that age and number of years in service is linearly associated with their conflict management styles.

**2.6 Table 6 Sex, Civil Status, Highest Educational Attainment and Current Position Profile of School Heads and their Conflict Management Styles**

Variable	$X^2$	df	p-value	Decision
Sex	0.397	1	0.546	Accepted
Civil Status	0.236	1	0.934	Accepted
Highest Educational Attainment	2.86	1	0.049	Rejected
Current Position	5.00	3	0.172	Accepted

Table 6 presents the relationship between Sex, Civil Status, Highest Educational Attainment and Current Position Profile of the School Head and their Conflict Management Style.

It can be gleaned in the table that Sex ( $X^2=0.397$ ,  $df=1$ ,  $p=0.546$ ), Civil Status ( $x^2=0.236$ ,  $df=1$ ,  $p=0.934$ ), and Current Position ( $X^2=5.00$ ,  $df=1$ ,  $p=0.172$ ) Profile of the school heads have no direct relationship with their conflict management style. However it is revealed that the Highest Educational Attainment Profile ( $X^2=2.86$ ,  $df=1$ ,  $p=0.049$ ) has a significant relationship with their conflict management style.

### Relationship of Conflict Management Styles of School Heads and Teachers' Job Satisfaction

The table below presents the relationship between the conflict management styles of school heads and teachers' job satisfaction.

**2.7 Table 7 Conflict Management Styles of School Heads and Teachers' Job Satisfaction**

Variable	M	SD	r-value	p-value	Decision
Conflict Management Style	3.510	0.125	0.465	0.046	Rejected
Teacher Job Satisfaction	3.609	0.098			

Table 7 shows the Relationship between the Conflict Management Styles of School Heads and Teachers' Job Satisfaction.

It can be shown that the Conflict Management Style ( $r=0.465$ ,  $p=0.046$ ) variable has a significant relationship with teacher job satisfaction. This simply implies that there is sufficient evidence to prove that the conflict management styles of a school head can directly affect teacher's job satisfaction. The revelation of the study of (Kalagbor, 2015) specifically indicates the principals as the major role players in the management of students in the school system.

### Relationship of Conflict Management Styles of School Heads and Teachers' Efficiency

**2.8 Table 8 Conflict Management Styles of School Heads and Teachers' Efficiency**

Variable	M	SD	r-value	p-value	Decision
Conflict Management Style	3.510	0.125	0.651	0.025	Rejected
Teacher Job Efficiency	3.810	0.178			

Table 8 shows the Relationship between the Conflict Management Styles of School Heads and Teachers' Efficiency.

It can be noted that the Conflict Management Style ( $r=0.651$ ,  $p=0.025$ ) variable has a significant relationship with teacher's efficiency. This simply indicates that there is sufficient evidence to prove that the conflict management styles of a school head can also affect a teacher's efficiency at work. This was revealed in the study of Waters (2013) support the notion that when principals are inspirational and motivational, and where levels of aspiration are being heightened, job efficiency will be higher and teachers will be happier, educational excellence will be promoted and supportive caring 'disciplined' environments will be sustained.

## 3.0 Conclusion

Based on the findings generated in the study, the following conclusions were deduced:

The conflict management style widely used by school heads in dealing with their teachers is the collaborating style. Implying that most school heads choose to work hand in hand with their teachers in solving issues and concerns at school resulting in a healthier working relationship and a productive organization. It has also been noted that the conflict management styles of school heads has a significant relationship towards teachers' job satisfaction and efficiency. This implies that the teachers felt contented and motivated at work if they are comfortable in working with their school heads.

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#### 4.0 Recommendation

In light of the findings presented in this study, the researcher offers the following recommendations:

1. The profile of school heads shows that there are more male school heads than their female counterparts despite the latter dominating the population of teachers in the Districts of Naval. This can be resolved by encouraging more female teachers to rise up their ranks in the management level thru the conduct of Capability Building Programs and Leadership Seminar-Workshops.
2. The finding showed that school heads leaned more toward diplomatic ways of handling their subordinates which can be at times stressful and emotionally draining. This may be addressed by attending seminar-workshops in coping up with stress and handling conflict in the workplace.
3. It has been revealed that the teachers' job satisfaction reached an over-all result of being satisfied in the workplace. This implies that the teachers felt contented if they are comfortable in their work. This can still be enhanced by actively working and collaborating with school heads and stakeholders for the betterment and improvement of the teachers in the workplace.
4. Teachers believed their efficiency to be quite a bit which entails the need for them to be motivated and empowered in their job. This can be done through peer mentoring or counselling. Proper and adequate technical assistance should also be provided to teachers, most especially those with low performance at school.
5. It has been revealed that the highest educational attainment profile of the school head has a significant relationship with their conflict management style. Therefore, they must continue aiming for higher education and constantly keep their selves abreast with the latest trends and updates in managing the workplace and its workforce.
6. Having showed that the conflict management style of school heads affect teachers' job satisfaction, school heads must actively engage in improving their ways and means in handling conflict with their teachers and in the workplace. This can be done by acquiring conflict management style skills through capability building seminars, enhancement trainings, and workshops.
7. The conflict management style of school heads proved to have a significant relationship towards teachers' efficiency, thus the need for school heads to keep motivating and empowering their teachers. This can be done through the implementation of various school programs such as team building, LAC session, *Pasidungog*, and other related activities.

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