CONFLICT MANAGEMENT STYLES IN THE NEW NORMAL AMONG PUBLIC SCHOOL HEADS AND ORGANIZATIONAL BEHAVIOR IN CLUSTER 9 DIVISION OF CALAMBA CITY

Mark Stephen T. Tagarda RN LPT MAEd

Department of Education, Calamba City, Laguna, Philippines
Laguna College of Business and Arts, Calamba City, Laguna, Philippines

Abstract

This study assessed the conflict management styles of public-school heads in and organizational behavior in Cluster 9 Division of Calamba City. The study used a descriptive correlational research design wherein the researcher used the survey questionnaire as its instrument to determine the conflict management styles and organizational behavior. The participants of the study were the school heads and teaching personnel in Cluster 9 Division of Calamba City. The total population of the target respondents was 140 and the Cluster was composed of 2 secondary schools and 6 elementary public schools. Prior to data gathering the researcher-made questionnaire was validated by 5 experts which underwent pilot testing and Cronbach's Alpha reliability testing. To determine the level of the implementation of the Conflict Management Styles and Organizational Behavior the Four-point Likert scale, mean and Pearson r were utilized. The level of implementation of conflict management styles as to resolution techniques had a significant relationship with Organizational Behavior. A proposed enhancement program called Project CARP (Conflict Activity Resolution Program for School Heads in Cluster 9 Division of Calamba) was crafted to enhance current practices and address areas for improvement of school heads in terms of Conflict Management Resolution Techniques.

Keywords
Conflict Management Styles, Organizational Behavior. Public School Heads, Resolution Techniques, Behavioral Approaches, Communicative Competence.

Introduction

Conflicts or clashes between two parties with different understanding, interests and perception happen at the workplace is common ground of conflicts because of its diverse environment of individuals. Conflicts arise when there are disagreements. A company has its head who directs the personnel and implements policies in the workplace. Each head has its own approach in resolving conflicts. In the education setting, a school is governed by a School Head or Principal whose task is to implement policies imposed by the Department of Education and govern the actions of the school personnel. Some policies and rules in the school are implemented differently, which often causes confusion and arguments between the School Head and its personnel. Challenges, issues, and conflicts in schools are normal and the method of handling and resolving these concerns varies on the behavioral approach and conflict resolution techniques used by the School Head. These factors influence the organizational behavior of a school. In some cases, critical situations require a critical approach which can be stressful to some personnel but effective in meeting targets. If a leader is too strict with directives it causes friction among subordinates and if a leader is too soft, it could result in complacency.

Finding balance between a healthy work relationship and a competitive workplace requires passion and perseverance from the school head, teaching personnel of a school organization. With the help of previous studies from the field of Human Resource and Employee Engagement, conflict resolution techniques and behavioral approach have dramatically improved to thrive and adapt to the New normal workplace setting. Conflict management keeps conflict from escalating. School head, teaching, and non-teaching personnel each have their flaws and areas. Organizational behavior reflects the performance of a school. The new normal setting has caused changes in the work environment of the school wherein work instructions and memos are often delivered nowadays using social media and other online platforms. The channels of communication between the school head and teaching personnel can now be organized using online meeting applications especially during emergencies. Because of these changes teaching personnel can

now be contacted by the school head whenever needed. However, for some school heads these new platforms are technical and in some cases the message that they need to convey is sometimes misunderstood. The School Head has a major role in setting the work environment of a school and on how they handle conflicts and communicate with their teaching personnel. School heads were once teachers so they knew firsthand experiences about issues and concerns that their personnel might encounter. A healthy school organization can be determined by the work relationship between a school head and its teaching personnel. An opportunity for each to be heard and express his/her concern is a way of building good working relationships. A dynamic School Head and collaboration between the Personnel is the key to a harmonious working environment.

Materials and Methods

Lorem ipsum dolor sit amet, alii idque ea usu. Causae perfecto et nec, etiam scriptorem quo ut. Mel ne mentitum reprehendunt, at vix ipsum tempor doming. Ne hinc volumus qui. Pro diam sonet reprimique ne. Mel et quis posse noster. Has ea alia dicat, nominavi efficiendi eam ei. Novum exerci soluta no eum. Veri impetus numquam has ex. Vel cu omnis denique eleifend, qui et zril delicatissimi. Consul melius audire id pri, his esse quas voluptatibus an. Tale signiferumque vix ut, probo reque omnium ea nam. Has illud maiestatis at. Eam ne veritus platonem pericula, ad vix sale liber. Laoreet scriptorem at nec. Ex mei idque affert pertinax. Illud nobis tincidunt vim at, ullum utinam nonumes vix no, cum eu nisl vituperatoribus. In duo quas cetero, ei agam aperiam consectetuer nec. Quaestio principes qui at, cu sed noster voluptua efficiendi. No hinc harum mandamus vix, ad doctus dissentias accommodare has. Errem aliquando id per. Sed decore meliore scripserit an, primis apeirian invenire in vim. Brute causae recteque nec an, congue iuvaret ut vis, essent corrumpit adolescens ne mea. Ut eum elit eius brute. Te nemore volumus quaestio mei. Mea ne aperiam fabellas facilisi, veritus invidunt ei mea.

Results and Discussions

The study utilized the quantitative descriptive correlational research design which aimed to observe and describe conflict management styles and their relationship to organizational behavior. The researcher used the survey questionnaire as its instrument to determine the conflict management styles used by school heads in Cluster 9 Division of Calamba City in addition to identifying the level of organizational behavior of the school to be assessed by two sets of respondents which are the school head and teaching personnel. Two sets of researcher-made questionnaires were utilized for the study to gather responses from school heads and teachers. The researcher-made instruments are composed of 42 questions for school heads and 58 questions for teaching personnel which was based on modern and contemporary theories of conflict management which determined the conflict management styles among school heads and organizational behavior of elementary and secondary schools in Cluster 9 Division of Calamba City.
Results and Discussion

Resolution Techniques

Table 1.1.1
Level of Implementation of the School Head's Conflict Management as Assessed by the School Heads and Teaching Personnel in terms of Resolution Techniques as to Collaborating.

Indicators	School Heads		Teachers		Composite	
	$\overline{X}$	VI	$\overline{X}$	VI	$\overline{X}$	VI
1.I recognize the need of a group discussion in identifying problems and finding solutions.	3.67	FI	3.79	FI	3.73	FI
2. I make sure that everyone has the opportunity to express their concerns and issues.	3.78	FI	3.72	FI	3.75	FI
3. I consider other's feelings and try not to offend it.	3.89	FI	3.68	FI	3.79	FI
General Assessment	**3.78**	**FI**	**3.73**	**FI**	**3.76**	**FI**

Legend: 3.25-4.00 Fully Implemented (FI)   2.50-3.24 Implemented (I)
1.75-2.49 Partially Implemented (PI)   1.00-1.74 Not Implemented (NI)

Table 1.1.1 shows that the level of implementation of the school head's conflict management as assessed by the school head and teaching personnel in terms of Collaborating had a general mean of 3.76 which was verbally interpreted as Fully Implemented. Furthermore, the third indicator "I consider other's feelings and try not to offend it" had the highest computed mean of 3.76 which was verbally interpreted as Fully Implemented while the first indicator "I recognize the need of a group discussion in identifying problems and finding solutions" had the lowest computed mean of 3.73 which was verbally interpreted as Fully Implemented. It implies that school heads in Cluster 9 have a collaborative environment, and they recognize the value of feelings and beliefs of the teaching personnel. The need for conducting group discussion when resolving a conflict is observed. In Cluster 9 the respect between school heads and teaching personnel is prioritized and the sensitivity towards the feelings of their colleagues is observed. According to Turner (2023), people in the workplace are also people not just workers. Valuing the feelings of workers provides them with purpose and job satisfaction to accomplish their tasks. Employee Engagement is important in an organization to support employees in their concern and make them feel more valuable to the workplace. According to Gogia (2023), group discussions allowed people in the workplace to express their diverse opinions on a work-related issue and provides room for leaders and personnel to discuss the issue and develop a more effective strategy to resolve it.

Table 1.1.2
Level of Implementation of the School Head's Conflict Management as assessed by the School Heads and Teaching Personnel in terms of Resolution Techniques as to Competing.

Indicators	School Heads		Teachers		Composite	
	$\overline{X}$	VI	$\overline{X}$	VI	$\overline{X}$	VI
1. I see to it that everyone knows my position as the leader	3.56	FI	3.76	FI	3.66	FI
2. I am strict in meeting the target goals of the school.	3.56	FI	3.77	FI	3.67	FI
3. I make sure that my stand and directives are implemented.	3.67	FI	3.72	FI	3.70	FI
General Assessment	**3.59**	**FI**	**3.75**	**FI**	**3.67**	**FI**

Legend: 3.25-4.00 Fully Implemented (FI)   2.50-3.24 Implemented (I)
1.75-2.49 Partially Implemented (PI)   1.00-1.74 Not Implemented (NI)

Table 1.1.2 shows that the level of implementation of the school head's conflict management as assessed by school head and teaching personnel in terms of Competing had a general assessment of 3.67 verbally interpreted as Fully Implemented. Furthermore, the third indicator "I make sure that my stand and directives are implemented" had the highest computed mean of 3.70 which is interpreted as Fully Implemented while the first indicator "I see to it that everyone knows my position as the leader" was Fully Implemented with a mean of 3.66. It implies that the school heads in Cluster 9 are competitive. School heads are firm and specific when implementing work directives. School heads prefer to be recognized as leaders and let the teaching personnel know that they have a leader to guide them. School heads oversee the school so that the teaching personnel can perform their job well. According to Tai (2020), directives in the workplace provide a structured approach and consistency in the work performance of the personnel which is effective in reaching goals that need to be met. For Schooley (2023), bosses in the workplace tend to give orders and impose rules in the workplace. communication that enables the student to listen to others, collaborate with others, and practice teamwork.

Table 1.1.3
Level of Implementation of the School Head's Conflict Management as assessed by the School Heads and Teaching Personnel in terms of Resolution Techniques as to Avoiding.

Indicators	School Heads		Teachers		Composite	
	$\overline{X}$	VI	$\overline{X}$	VI	$\overline{X}$	VI
a. I did not bother to know and worry on the differences in the school.	3.00	I	3.43	FI	3.22	I
b. I keep my distance to avoid unpleasantries in a conflict situation.	3.33	FI	3.40	FI	3.37	FI
c. I avoid taking sides from both parties involved to avoid controversies.	3.56	FI	3.61	FI	3.59	FI
General Assessment	**3.30**	**FI**	**3.48**	**FI**	**3.39**	**FI**

Legend: 3.25-4.00 Fully Implemented (FI)   2.50-3.24 Implemented (I)
         1.75-2.49 Partially Implemented (PI)   1.00-1.74 Not Implemented (NI)

Table 1.1.3 shows that the level of implementation of the school head's conflict management as assessed by school head and teaching personnel in terms of Avoiding had a general assessment of 3.39 verbally interpreted as Fully Implemented. Furthermore, the third indicator "I avoid taking sides from both parties involved to avoid controversies" had the highest mean of 3.59 which is interpreted as Fully Implemented while the first indicator "I did not bother to know and worry on the differences in the school" had the lowest computed mean of 3.22 which was verbally interpreted as Implemented. It implies that school heads in Cluster 9 are less likely biased towards any parties involved in conflicts in the school. It also shows that school heads do understand the differences of each personnel and do not worry too much about the diversity of the teaching personnel. According to Jengkings (2020) Taking sides in a workplace issue is a lose-lose situation, because there are always three sides in argument. Leaders can still empathize without agreeing with all parties involved in a conflict. Taking sides may cause a decline in the work relationship and performance of employees in the workplace.

Table 1.1.4
Level of Implementation of the School Head's Conflict Management as assessed by the School Heads and Teaching Personnel in terms of Resolution Techniques as to Accommodating.

Indicators	School Heads		Teachers		Composite	
	$\overline{X}$	VI	$\overline{X}$	VI	$\overline{X}$	VI
1. I listen proactively to the concern of the other party.	3.89	FI	3.76	FI	3.83	FI
2. I prioritize to find a common ground of understanding.	3.78	FI	3.71	FI	3.75	FI
3. I acknowledge the concerns of workers and discuss a balanced resolve.	3.89	FI	3.66	FI	3.78	FI
General Assessment	**3.85**	**FI**	**3.71**	**FI**	**3.78**	**FI**

Legend: 3.25-4.00 Fully Implemented (FI)   2.50-3.24 Implemented (I)
         1.75-2.49 Partially Implemented (PI)   1.00-1.74 Not Implemented (NI)

Table 1.1.4 shows that the level of implementation of the school head's conflict management as assessed by the school head and teaching personnel in terms of Accommodating had a general assessment of 3.78 verbally interpreted as Fully Implemented. Furthermore, the first indicator "I listen proactively to the concern of the other party" had the highest computed mean of 3.83 verbally interpreted as Fully Implemented while the second indicator "I prioritize to find a common ground of understanding" had the lowest computed mean of 3.75 which was verbally interpreted as Fully Implemented. It implies that the school heads in Cluster 9 are accommodating. They proactively listen to concerns raised during meetings. Data also shows that school heads prioritize in finding a win-win situation when resolving conflict between 2 parties. According to In Professional Development (2021), Active listening in the workplace develops trust and assists in resolving conflicts in the faster way. It helps in obtaining all important information and anticipating incoming problems. According to Kordestani (2022) Finding common ground preserves harmony in the workplace. It promotes mutual respect in the workplace between the leader and colleagues. It prevents serious issues in the future.

Table 1.1.5
Level of Implementation of the School Head's Conflict Management as assessed by the School Head and Teaching Personnel in terms of Resolution Techniques as to Compromising.

Indicators	School Heads		Teachers		Composite	
	$\overline{X}$	VI	$\overline{X}$	VI	$\overline{X}$	VI
1. I make sure that there is a balance of loses and gains for both sides.	3.89	FI	3.69	FI	3.79	FI
2. I negotiate my terms and discuss proposed resolution to keep the peace.	3.67	FI	3.74	FI	3.71	FI
3. I value the point of others to preserve the relationship.	3.78	FI	3.73	FI	3.76	FI
General Assessment	**3.78**	**FI**	**3.72**	**FI**	**3.75**	**FI**

Legend: 3.25-4.00 Fully Implemented (FI)   2.50-3.24 Implemented (I)
1.75-2.49 Partially Implemented (PI)   1.00-1.74 Not Implemented (NI)

Table 1.1.5 shows that the level of implementation of the school head's conflict management as assessed by the school head and teaching personnel in terms of Compromising had a general mean of 3.75 verbally interpreted as Fully Implemented. Furthermore, the first indicator "I make sure that there is a balance of loses and gains for both sides" had the highest computed mean of 3.79 which was verbally interpreted as Fully Implemented while the third indicator "I value the point of others to preserve the relationship" had the lowest mean of 3.71 which was verbally interpreted as Fully Implemented. It implies that school heads in Cluster 9 give importance in preserving a good work relationship while addressing and providing resolution for involved parties. It is evident because schools in Cluster 9 did not have a large population of teaching personnel compared to other Clusters in Calamba City. Having a misunderstanding in the workplace can be noticeable right away. According to an article of University of Washington on Conflict Management (2023), finding loses and gains means giving up something as form of compromise to find a mutual agreement between parties involved.

Behavioral Approaches

Table 1.2.1
Level of Implementation of the School Head's Conflict Management Style as assessed by the School Head and Teaching Personnel in terms of Behavioral Approach as to Passive.

Indicators	School Heads		Teachers		Composite	
	$\overline{X}$	VI	$\overline{X}$	VI	$\overline{X}$	VI
1. I believe that conflicts will be resolved naturally.	3.00	I	3.16	I	3.08	I
2. I did not need to prove my point	2.67	I	2.68	I	2.68	I
3. I put less effort in explaining myself in order to convince others.	2.56	I	2.60	I	2.58	I
4. I did not see a point in choosing sides.	2.50	I	2.75	I	2.63	I
5. I accept issues in the workplace as it is.	3.33	FI	3.29	FI	3.31	FI
General Assessment	**2.82**	**I**	**2.90**	**I**	**2.86**	**I**

Legend: 3.25-4.00 Fully Implemented (FI)   2.50-3.24 Implemented (I)
1.75-2.49 Partially Implemented (PI)   1.00-1.74 Not Implemented (NI)

Table 1.2.1 shows that the level of implementation of the school head's behavioral approach as assessed by the school head and teaching personnel in terms of Passive had a general assessment of 2.86 verbally interpreted as Implemented. Furthermore, the fifth indicator "I accept issues in the workplace as it is" had the highest computed mean of 3.31 verbally interpreted as Fully Implemented while the third indicator "I put less effort in explaining myself in order to convince others" had the lowest computed mean of 2.58 verbally interpreted as Implemented. It implies that school heads in Cluster 9 understand that each school has its own issues and accepts the presence of challenges and issues. It also shows that school heads are less likely to be passive and makes sure that teaching personnel are involved and aware of any concerns. According to an article by Oren (2023), workplace issues are normal however if not addressed

it can lead to serious mental issues among personnel. The workplace is a diverse environment composed of people with different perspectives and attitudes. Accepting workplace issues means you are accountable and responsible for your own actions which can affect another.

Table 1.2.2
Level of Implementation of the School Head's Conflict Management Style as assessed by the School Head and Teaching Personnel in terms of Behavioral Approach as to Aggressive.

Indicators	School Heads		Teachers		Composite	
	$\overline{X}$	VI	$\overline{X}$	VI	$\overline{X}$	VI
1. I use my authority to prove my point.	2.44	PI	2.71	I	2.58	I
2. I take over a situation by expressing my views in a firm way.	3.00	I	2.90	I	2.95	I
3. I present facts in a firm and straightforward manner.	3.22	I	3.03	I	3.13	I
4. I insist that my inputs and opinions are considered.	2.56	I	2.61	I	2.59	I
5. I make sure that I have advantage to win in a conflict.	1.78	PI	1.75	PI	1.77	PI
General Assessment	**2.60**	**I**	**2.59**	**I**	**2.60**	**I**

Legend: 3.25-4.00 Fully Implemented (FI)   2.50-3.24 Implemented (I)
1.75-2.49 Partially Implemented (PI)   1.00-1.74 Not Implemented (NI)

Table 1.2.2 shows that the level of implementation of the school head's behavioral approach as assessed by the school head and teaching personnel in terms of Aggressive had a general mean of 2.60 which was verbally interpreted as Implemented. Furthermore, the third indicator "I present facts in a firm and straightforward manner" had the highest computed mean of 3.13 which was verbally interpreted as Implemented while the fifth indicator "I make sure that I have advantage to win in a conflict" had the lowest computed mean of 1.77 which was verbally interpreted as Partially Implemented. It implies that school heads in Cluster 9 are less likely to be aggressive. Data showed that school heads are not manipulative and one sided when addressing a conflict with their teaching personnel. School heads in Cluster 9 are sensitive and cautious towards their behavior when addressing a conflict. According to Jacobson (2023), direct communication is a provocation to another conflict and does not preserve any working relationship. It is not rational, and emotions are high which can result to offensive and harsh behavior towards another in the workplace.

Table 1.2.3
Level of Implementation of the School Head's Conflict Management Style as assessed by the School Head and Teaching Personnel in terms of Behavioral Approach as Assertive.

Indicators	School Heads		Teachers		Composite	
	$\overline{X}$	VI	$\overline{X}$	VI	$\overline{X}$	VI
1. I initially validate the background of a conflict.	3.67	FI	3.43	FI	3.55	FI
2. I show empathy to the other party.	3.44	FI	3.44	FI	3.44	FI
3. I do root cause analysis in order to understand the problem.	3.67	FI	3.55	FI	3.61	FI
4. I explain the consequences of his/her actions.	3.78	FI	3.59	FI	3.69	FI
5. I am transparent towards my stand in an issue.	3.67	FI	3.63	FI	3.65	FI
General Assessment	**3.64**	**FI**	**3.53**	**FI**	**3.59**	**FI**

Legend: 3.25-4.00 Fully Implemented (FI)   2.50-3.24 Implemented (I)
1.75-2.49 Partially Implemented (PI)   1.00-1.74 Not Implemented (NI)

It implies that school heads in Cluster 9 make sure that the teaching personnel are well informed regarding the consequences of their actions in the school. School heads are also sensitive in showing empathy towards the teaching personnel. School heads are considerate especially during emergencies, but they always inform them of the consequences of these actions. According to Kuligowski (2023), consequences of one's action in the workplace should be aligned with the existing disciplinary action policy of an organization. The leader who implements this policy should clearly explain the details of consequences to their personnel. It provides a framework for personnel to be more aware and responsible for their actions.

Communicative Competence

Table 1.3.1
Level of Implementation of the School Head's Conflict Management as Assessed by the School Head and Teaching Personnel in terms of Communicative Competence as to Verbal.

Indicators	School Heads		Teachers		Composite	
	$\overline{X}$	VI	$\overline{X}$	VI	$\overline{X}$	VI
1. I choose the content of words appropriately when communicating virtually through social media, messaging and meeting platforms.	3.67	FI	3. 70	FI	3.69	FI
2. I delivery my instructions clearly during online meetings.	3.67	FI	3.64	FI	3.66	FI
3. I am knowledgeable in using internet-based messaging and meeting tools.	3.56	FI	3.57	FI	3.57	FI
4. I am courteous and polite when responding online.	3.89	FI	3.67	FI	3.78	FI
General Assessment	**3.69**	**FI**	**3.65**	**FI**	**3.67**	**FI**

Legend: 3.25-4.00 Fully Implemented (FI)   2.50-3.24 Implemented (I)
1.75-2.49 Partially Implemented (PI)   1.00-1.74 Not Implemented (NI)

Table 1.3.1 shows that the level of implementation of the school head's conflict management as assessed by the school head and teaching personnel in terms of Communicative Competence as to Verbal had a general mean of 3.59 which was verbally interpreted as Fully Implemented. Furthermore, the third indicator "I positively deliver feedback and criticisms" had the highest computed mean of 3.76 which was verbally interpreted as Fully Implemented while the second indicator "I articulate and pronounce words properly" and fourth indicator "I use humor when responding with people" had the lowest computed mean of 3.43 verbally interpreted as Fully Implemented. It implies that school heads in Cluster 9 are verbally capable of delivering positive feedback and criticisms. They are also sensitive about the right approach when giving this feedback. According to Marsh (2019), positive feedback boosts confidence and shows people that they are valued. It helps leaders understand the skills of each individual and motivate them to improve the areas of improvement.

Table 1.3.2
Level of Implementation of the School Head's Conflict Management as Assessed by the School Head and Teaching Personnel in terms of Communicative Competence as to Non-Verbal.

Indicators	School Heads		Teachers		Composite	
	$\overline{X}$	VI	$\overline{X}$	VI	$\overline{X}$	VI
1. I use body gestures and understands body language.	3.56	FI	3.55	FI	3.56	FI
2. I display the ability to listen actively to people.	3.89	FI	3.60	FI	3.75	FI
3. I persuade and convince people and others to gain trust and cooperation.	3.78	FI	3.57	FI	3.68	FI
4. I organize and analyze ideas.	3.67	FI	3.64	FI	3.66	FI
General Assessment	**3.72**	**FI**	**3.59**	**FI**	**3.66**	**FI**

Legend: 3.25-4.00 Fully Implemented (FI)   2.50-3.24 Implemented (I)
1.75-2.49 Partially Implemented (PI)   1.00-1.74 Not Implemented (NI)

Table 1.3.2 shows that the level of implementation of the school head's conflict management as assessed by the school head and teaching personnel in terms of Communicative Competence as to Non-Verbal had a general mean of 3.66 verbally interpreted as Fully Implemented. Furthermore, the second indicator "I display the ability to listen actively to people" had the highest computed mean of 3.75 which was verbally interpreted as Fully Implemented while the first indicator "I use body gestures and understands body language" has lowest computed mean of 3.56 which was verbally interpreted as Fully Implemented. It implies that school heads in Cluster 9 are active listeners and can understand the body language of their teaching personnel. They are knowledgeable because school heads were once teachers and they have experienced similar challenges, issues and concern that is why they know how properly approach their Personnel. According to the article of Indeed Editorial Team (2023) Active listening is important

because it values personnel in the workplace. It results to minimized distractions, usage of correct body language and appropriate gestures when discussing important things in the workplace. It promotes a positive work environment in the organization.

Table 1.3.3
Level of Implementation of the School Head's Conflict Management as Assessed by the School Head and Teaching Personnel in terms of Communicative Competence Questionnaire as to Virtual.

Indicators	School Heads		Teachers		Composite	
	$\bar{X}$	VI	$\bar{X}$	VI	$\bar{X}$	VI
1. I appropriately choose words when communicating in person.	3.78	FI	3.67	FI	3.73	FI
2. I articulate and pronounce words properly.	3.22	I	3.63	FI	3.43	FI
3. I positively deliver feedback and criticisms.	3.89	FI	3.62	FI	3.76	FI
4. I use humor when responding with people.	3.33	FI	3.53	FI	3.43	FI
General Assessment	**3.56**	**FI**	**3.61**	**FI**	**3.59**	**FI**

Legend: 3.25-4.00 Fully Implemented (FI) 2.50-3.24 Implemented (I)
1.75-2.49 Partially Implemented (PI) 1.00-1.74 Not Implemented (NI)

It implies that school heads in Cluster 9 can also be courteous and punctual when responding to online messages. School heads have also adapted in using internet-based applications. During the Pandemic School heads were able to utilize internet platforms such as social media when delivering work related instructions. According to Schad (2020), virtual etiquette dictates professionalism of a person and makes an impact on the effectiveness of directives delivered using the internet. Each must still recognize each boundary and practice courtesy to promote harmony in the workplace.

Table 2
Test of Significant Difference on the Assessment of the School Heads and Teachers on the Level of Implementation of Conflict Management Styles.

Variables	t test Computed	Probability Value	Remarks	Decision
Collaborating	.362	.718	Not Significant	Accept Ho
Competing	-1.220	.225	Not Significant	Accept Ho
Avoiding	-.894	.373	Not Significant	Accept Ho
Accommodating	.938	.350	Not Significant	Accept Ho
Compromising	.359	.720	Not Significant	Accept Ho
Passive	-.249	.804	Not Significant	Accept Ho
Aggressive	.027	.979	Not Significant	Accept Ho
Assertive	.624	.533	Not Significant	Accept Ho
Verbal	-.306	.760	Not Significant	Accept Ho
Nonverbal	.704	.482	Not Significant	Accept Ho
Virtual	.287	.775	Not Significant	Accept Ho

Table 2 shows that there was no significant difference in the assessment of the school heads and teachers on the level of implementation of conflict management styles. The respondents had the same assessment on the level of implementation of management practices for school heads. As shown in the probability values of 0.718, 0.225, 0.373, 0.350, 0.72, 0.804, 0.979, 0.533, 0.760, 0.482, and 0.775 respectively were all greater than the level of significance at .05, thus the null hypothesis was accepted. It implies that the assessment of the school heads and teaching personnel have the same perception with regards to the level of implementation of conflict management styles.

Organizational Frameworks

Table 3.1.1
Level of Organizational Behavior of the Schools as observed by Teaching Personnel in terms of Autocratic.

Indicators	Mean	Interpretation
1. Only the school head is allowed to make decisions in the school	2.19	SO
2. The school has a strict rules and heavy sanctions for mistakes done by Teachers	2.27	SO
3. There is less opportunity for discussions among 4. Teachers to air their suggestions.	1.90	SO
5. Teachers obey the directives but they have less work relationship with their school head.	2.07	SO
Composite	**2.11**	**SO**

Legend: 3.25-4.00 Highly Observed (HO)   2.50-3.24 Observed (O)
          1.75-2.49 Slightly Observed (SO)   1.00-1.74 Not Observed (NO)

Table 3.1.1 shows that the level of organizational behavior of the school as observed by teaching personnel in terms of Autocratic had a general mean of 2.11 verbally interpreted as Slightly Observed. Furthermore, the second indicator "The school has a strict rules and heavy sanctions for mistakes done by Teachers "had the highest computed mean of 2.27 verbally interpreted Slightly Observed while the fourth indicator "Teachers to air their suggestions" had the lowest computed mean of 1.90 verbally interpreted as Slightly Observed. It implies that the organizational behavior of the schools in Cluster 9 is less likely to be autocratic. Data showed that the school heads are strict but considerate when it comes to handling mistakes made by teaching personnel. They provide opportunities for the Personnel to express their concerns and suggestions. According to Lamarco (2019), autocratic approach may be effective during deadlines, but it is not applicable during normal demotivation. Although leaders with autocratic approach have no compromises and abides by the policy, the connection between personnel are diminished. It is important that personnel can express their opinions in the workplace scenarios in the workplace. Some members did not prefer someone controlling them. Heavy consequences among personnel are one of the causes.

Table 3.1.2
Level of Organizational Behavior of the Schools as Observed by Teaching Personnel in terms of Custodial.

Indicators	Mean	Interpretation
1. Teachers have a long tenure in the organization because it provides professional stability.	3.62	HO
2. Teachers receives good benefits and compensation from the organization.	3.63	HO
3. The organization provides more career development and opportunities.	3.69	HO
4. The organization prioritizes leave benefits to for emergency purposes and manage stress levels of teachers.	3.64	HO
Composite	**3.65**	**HO**

Legend: 3.25-4.00 Highly Observed (HO)   2.50-3.24 Observed (O)
          1.75-2.49 Slightly Observed (SO)   1.00-1.74 Not Observed (NO

It implies that the organizational behavior in Cluster 9 makes teachers stay longer in Deped and have a long tenure because of professional development and promotions. It is evident in the Cluster because in the recently held service awards some of the Teachers had reach the 10 years to 30 years length of service award. According to Smirti (2021), custodial behavior in an organization is characterized by compensation of personnel economically and professionally. It provides employees with opportunities to make them stay longer in an organization. This is the main motivator for some personnel.

Table 3.1.3
Level of Organizational Behavior of the Schools as Observed by Teaching Personnel in terms of Supportive.

Indicators	Mean	Interpretation
1. The school head displays good leadership traits and is respected by subordinates.	3.62	HO
2. The teachers feel they are part of the organization.	3.63	HO
3. When things go wrong, the main concern is to fix the problems and concerns.	3.69	HO
4. The Teachers feel valued and are recognized for their work.	3.64	HO
Composite	**3.65**	**HO**

Legend: 3.25-4.00 Highly Observed (HO)   2.50-3.24 Observed (O)
         1.75-2.49 Slightly Observed (SO)   1.00-1.74 Not Observed (NO

Table 3.1.3 shows that the level of organizational behavior of the school as observed by teaching personnel in terms of Supportive had a general mean of 3.65 verbally interpreted as Highly Observed. Furthermore, the third indicator "When things go wrong, the main concern is to fix the problems and concerns" had the highest computed mean of 3.69 verbally interpreted as Highly Observed while the first indicator "The school head displays good leadership traits and is respected by subordinates" has the lowest computed mean of 3.62 verbally interpreted as Highly Observed. It implies that the organizational behavior in Cluster 9 promotes a less blame culture where instead of finding the one at fault, they prioritize getting the job done and resolving the issue first. The school heads in Cluster 9 are well respected by the teaching personnel. According to Strutton (2023), a no blame culture removes competition in a working environment. It encourages innovation, creativity and develops loyalty. Staff are empowered to be honest and open regarding an issue. It promotes understanding to one's shortcomings instead of blaming for poor performance.

Table 3.1.4
Level of Organizational Behavior of Schools as observed by Teaching Personnel in terms of Collegial.

Indicators	Mean	Interpretation
1. There is a collaborative effort between School heads and teachers in the school.	3.69	HO
2. There is a better work relationship between school head and teachers.	3.69	HO
3. Enthusiasm is present among the teachers results to a better job performance.	3.69	HO
4. The Teachers have high esteem and feels valuable to the organization.	3.65	HO
Composite	**3.68**	**HO**

Legend: 3.25-4.00 Highly Observed (HO)   2.50-3.24 Observed (O)
         1.75-2.49 Slightly Observed (SO)   1.00-1.74 Not Observed (NO

Table 3.1.4 shows that the level of organizational behavior of the school as observed by in terms of Collegial had a general mean of 3.68 verbally interpreted as Highly Observed. Furthermore, the first "There is a collaborative effort between school heads and teachers in the school", second "There is a better work relationship between school head and teachers" and third indicator "Enthusiasm is present among the teachers results to a better job performance" have the highest computed mean of 3.69 verbally interpreted as Highly Observed while the fourth indicator "The teachers have high esteem and feels valuable to the organization" has the lowest computed mean of 3.65 verbally interpreted as Highly Observed. It implies that the organizational behavior in Cluster 9 promotes collaboration between the school head and its teaching personnel. It is highly evident that Teachers feel enthusiastic and motivated to perform their task in the school. According to Wright (2022), collegial style shares a common goal in working as a unit or a team. It is having a leader who shares power and authority equally to all, it creates an atmosphere where the morale of the employee is high, and it has a supportive working environment.

Table 4.1
Test of Significant Relationship between the Conflict Management Style of School Heads as to Resolution Techniques and Organizational Behavior of Schools
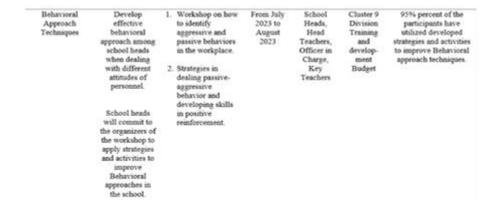
Conflict Management Style	Organizational behavior	r value	p value	Remarks	Decision
Collaborating	Autocratic	-0.102	0.225	Not Significant	Accept Ho
	Custodial	.463**	0.000	Significant	Reject Ho
	Supportive	.615**	0.000	Significant	Reject Ho
	Collegial	.607**	0.000	Significant	Reject Ho
Competing	Autocratic	-0.061	0.467	Not Significant	Accept Ho
	Custodial	.279**	0.001	Significant	Reject Ho
	Supportive	.404**	0.000	Significant	Reject Ho
	Collegial	.355**	0.000	Significant	Reject Ho
Avoiding	Autocratic	.188*	0.025	Significant	Reject Ho
	Custodial	.399**	0.000	Significant	Reject Ho
	Supportive	.360**	0.000	Significant	Reject Ho
	Collegial	.355**	0.000	Significant	Reject Ho
Accommodating	Autocratic	-0.144	0.087	Not Significant	Accept Ho
	Custodial	.515**	0.000	Significant	Reject Ho
	Supportive	.670**	0.000	Significant	Reject Ho

There was a significant relationship between conflict management styles of school head as to resolution techniques and organizational behavior of the school. The probability was less than the level of significance at .05 thus the null hypothesis was rejected. As shown also in Table 4.1, the test of significant relationship between the conflict management style of school head as to resolution techniques and organizational behavior of the school had no significant relationship between collaborating and autocratic. There was no significant relationship between competing and autocratic. There was also no significant relationship between accommodating and autocratic and no significant relationship between compromise and autocratic. As shown in their probability values which are greater than the level of significance at .05. It implies that a healthy organizational behavior has less tendencies to have an autocratic organizational behavior because it can compromise the harmony and connection between the school heads and teaching personnel. The conflict resolution techniques and behavioral approach of a school head can affect the organizational behavior of the school. When the level of implementation of conflict management styles among school heads increases, the level of organizational behavior also increases.

Project CARP: Conflict Activity Resolution Program for School Heads in Cluster 9 Division of Calamba City

The following enhancement program was proposed to address identified areas that need improvement in conflict management and improve organizational behavior of the school.

Area of Concern	Objectives	Strategies/Activities	Time Frame	Person's Involved	Source of Fund	Success Indicator
Conflict Resolution Techniques	To ensure that school heads can maintain the good practice of conflict resolution and avoid excess authoritative traits. School heads will commit to the organizers of the workshop to apply strategies and activities to improve Conflict Resolution in the school.	1. Root cause analysis activities for Solving complex problems. 2. Speaking and active listening exercises. 3. Workshop on gestures, interpreting body language and eye contact. 4. How to accept criticism and admitting fault.	From July 2023 to August 2023	School Heads, Head Teachers, Officer in Charge, Key Teachers	Cluster 9 Division Training and development Budget	95% percent of the participants have utilized developed strategies and activities to improve Conflict resolution techniques.

Behavioral Approach Techniques	Develop effective behavioral approach among school heads when dealing with different attitudes of personnel. School heads will commit to the organizers of the workshop to apply strategies and activities to improve Behavioral approaches in the school.	1. Workshop on how to identify aggressive and passive behaviors in the workplace. 2. Strategies in dealing passive-aggressive behavior and developing skills in positive reinforcement.	From July 2023 to August 2023	School Heads, Head Teachers, Officer in Charge, Key Teachers	Cluster 9 Division Training and develop-ment Budget	95% percent of the participants have utilized developed strategies and activities to improve Behavioral approach techniques.

Conclusions

Based on the findings of the study, the following conclusions were obtained:

1. Regarding the conflict resolution techniques, the school heads in Cluster 9 are collaborative, considerate when it comes to its teaching personnel because they were once teachers before they were promoted. They are straightforward in carrying out instructions and directives because the school might be reprimanded if these directives are not met. They display proactive listening skills when attending to their teaching personnel. School heads know how to avoid taking sides for transparency. School heads in Cluster 9 are also aware of the effectiveness of group discussions when accomplishing tasks and this usually happens when a new memo is circulated. Organizational chart shows that School Head must be recognized as leader in the school because it provides them the right authority when carrying out directives and resolving issues.

2. That in terms of behavioral approaches, the school heads in Cluster 9 have an Assertive behavioral approach. School heads are not manipulative and prioritize the importance of explaining the consequences of the teaching personnel's action and its impact on the organization. They acknowledge the presence of issues and diversity of the people in the workplace. School heads are firm and straight forward when it comes to the deadlines and urgency of important reports, but they can still show empathy towards the teaching personnel.

3. That on communicative competence, the school heads in Cluster 9 have a balanced approach in terms of being passive, aggressive, and assertive. The school heads give importance to explaining their point of view to gain trust and cooperation from their teaching personnel, especially during meetings. Data from the survey shows that school heads possess active listening skills and courtesy when communicating online to the personnel. Most communications related to work are cascaded digitally and it also shows that school heads have adapted during the pandemic in utilizing messaging and meeting applications via the internet. Humor and articulation were observed.

4. Regarding organizational behavior, the schools in Cluster 9 are less likely to be autocratic. School heads recognize that they were once part of the teaching personnel, and they are very considerate before imposing sanctions on the teaching personnel. Career and development opportunities are evident to the cluster with its continuous promotion of qualified individuals. The cluster also manifests a culture of fixing the problem rather than placing the blame on someone and the personnel do recognize the good leadership traits of their respective school head. The schools have a balanced relationship between the school head and teaching personnel which promotes collaboration to meet the goals.

5. That the enhancement program is needed so that school heads in the cluster can have a continuum on improving conflict resolution techniques and organizational behavior. The enhancement program can give school heads an advantage and better insight when handling and resolving conflicts and issues in the school.

Acknowledgement

Savior Jesus Christ; Alfredo G. Perez Jr., Dean of School of Graduate Studies and one of the research panelists, for his guidance to stay on the track of the research requirements and for encouraging graduate school students; Dr. Vivien E. Untalan, the research adviser, for guidance and coaching from the early stages of the research to its final details. She encouraged and motivated the researcher to stay and focus on the track; Dr. Enrico G. Jocson, the chairman of the panel, for mentoring and guiding the researcher toward the completion of the research. He provided constructive criticisms that dramatically improved the research; Dr. Ma. Lorena M. Tagala, the research director and one of the research panelists, for providing important inputs and constructive criticisms that contributed to the completion of the research paper; Dr. Eulalia M. Javier, the research statistician, for sharing her knowledge in the analysis and interpretation of research data and guidance throughout the data-gathering stage; Respondents of the Study, for taking part in answering the questionnaires which were essential for the completion of the research; School head and co-teachers, for providing support and sharing my workload in the school in order to accommodate more time to work on the research during its early stages and data gathering. His parents and sister, for providing him support and encouragement when the researcher needed it the most; and His wife and children, for providing him a reason to pursue a better future and keeping him inspired to be the best version of himself.

References

Amaresan, S. (2022). Expert tips for conflict management for every personality type. https://blog.hubspot.com/service/conflict-management-styles#:~:text=The%205%20Conflict%20Management%20Styles,compromising%2C%20collaborating%2C%20and%20competing.

Andreev, I. (2023). Conflict Management Styles. https://www.valamis.com/hub/conflict-management-styles

Benefits of Active Listening in Professional Development. (2021). What are the benefits of active listening. https://www.inpd.co.uk/blog/benefits-of-active-listening#:~:text=By%20listening%20actively%2C%20you%20gain,superiors%20and%20subordinates%20much%20better.

Benoliel, B. (2022) What's your Conflict Management Style. https://www.waldenu.edu/news-and-events/walden-news/2022/0530-whats-your-conflict-management-style

Big Dog and Little Dog's Performance Juxtaposition site. (2022). Leadership and organizational behavior. http://www.nwlink.com/~donclark/leader/leadob.html

Brearley. (2019). Is Passive Leadership Destroying Your Team's Motivation? https://www.thoughtfulleader.com/passive-leadership/#:~:text=Passive%20Leadership%20Means%20Failing%20to,tell%20them%20how%20they%20went.

Bruning. (2023). What Is the Role of Conflict in Organizational Behavior? https://www.wise-geek.com/what-is-the-role-of-conflict-in-organizational-behavior.htm
Business Jargons. (2020). Organizational Conflict. https://businessjargons.com/organizational-conflict.html

Carol Kopp. (2022). What is organizational behavior? Why is it important? https://www.investopedia.com/terms/o/organizational-behavior.asp
Chauncey Crail (2023) What is organizational behavior?

CLIMB Professional Development and Training. (2020). What Are the Five Conflict Resolution Strategies? https://climb.pcc.edu/blog/what-are-the-five-conflict-resolution-strategies

Gauthier. (2020). The Aggressive Leader. https://insightlead.com/the-aggressive-leader/#:~:text=Aggressive%20leaders%20will%20expect%20people,giving%20credit%20to%20the%20team.

Gogia, G. (2023). What is communicative competence? https://blog.iilm.edu/importance-of-group-discussions/

Gordon, J. (2022). Organizational behavior explained. https://thebusinessprofessor.com/en_US/management-leadership-organizational-behavior/organizational-behavior-definition

Harvey. (2020). 5 virtual communication skills. https://medium.com/@danaharveycommunications/5-virtual-communication-skills-95a3d5ad4b7c

Herrity, J. (2023). 5 Major conflict management styles for successful managers. ://www.indeed.com/career-advice/career-development/conflict-management
    https://www.forbes.com/advisor/business/what-is-organizational-behavior/#:~:text=positive%20working%20environment.-
,Definition%20of%20Organizational%20Behavior,on%20behavior%20within%20an%20organization.

Indeed Editorial Team. (2022). Assertive Leadership: Definition, Tips and Benefits. https://www.indeed.com/career-advice/career-development/assertive-leadership

Indeed Editorial Team. (2023). How to effectively use active listening in the workplace. https://www.indeed.com/career-advice/career-development/listening-in-the-workplace#:~:text=Active%20listening%20in%20the%20workplace%20is%20important%20because%20it's%20a,to%20add%20to%20the%20conversation.

Jacobson, M. (2023). 5 Common workplace communication problems. https://bloomfire.com/blog/workplace-communication-problems/

Jengkings, E. (2020). Taking sides: a lose – lose scenario.   https://www.linkedin.com/pulse/taking-sides-lose-lose-scenario-emma-jenkings

Keller. (2021). Navigating Conflict in the Workplace: Ongoing Challenges in 2021. https://www.pathways.com/pathways-at-work/blog/navigating-conflict-in-the-workplace-ongoing-challenges-in-2021#:~:text=What%20Are%20the%20Three%20Main,to%20multiple%20instances%20of%20conflict.

Kiessling, C. & Fabry, G. (2021) What is communicative competence and how can it be acquired? https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7994879/

Kordestani, M. (2022). The importance of finding a common ground. https://www.milankordestani.com/blog/finding-common-ground#:~:text=The%20Importance%20of%20Finding%20Common,solution%20to%20resolve%20the%20conflict.

Kuligowski, K. (2023). How to develop a disciplinary action policy. https://www.businessnewsdaily.com/15896-disciplinary-action-policy-how-to.html

Lamarco, N. (2019). The effect of Autocratic Leadership. https://smallbusiness.chron.com/effect-autocratic-leadership-2974.html

Learn Alberta. (2023). Supporting English Language Learners. https://www.learnalberta.ca/content/eslapb/about_communicative_competence.html
Loyless. (2023). Competence in virtual communication: Remote transformational leadership. https://onlinelibrary.wiley.com/doi/abs/10.1111/puar.13618

Marsh, E. (2019). Why do we need more positive feedback. https://www.t-three.com/thinking-space/blog/why-we-need-to-give-more-positive-feedback#:~:text=expected%20of%20them

Nordquist, R. (2019). Communicative competence, definition, examples and glossary. https://www.thoughtco.com/what-is-communicative-competence-1689768

OpenStax. (2019). Organizational Behavior Resolving Conflict in Organizations. https://openstax.org/books/organizational-behavior/pages/14-3-resolving-conflict-in-organizations

Oren, C. Z. (2023). Common workplace issues. https://www.goodtherapy.org/learn-about-therapy/issues/workplace-issues#:~:text=Discrimination,Poor%20job%20fit

Quain. (2020). Examples of Behavioral Approaches in Business Management. https://smallbusiness.chron.com/examples-behavioral-approaches-business-management-39059.html

Schad, E. (2020). Virtual office etiquette: 10 common sense tips. https://www.virtualvocations.com/blog/telecommuting-survival/virtual-office-etiquette-common-sense-tips/

Schooley, S. (2023). Are you a true leader or just a boss? https://www.businessnewsdaily.com/1404-characteristics-good-boss.html

Shonk, K. (2023). Harvard Law School Conflict Management Styles: Pitfalls and best practices. https://www.pon.harvard.edu/daily/conflict-resolution/conflict-management-styles-pitfalls-and-best-practices/
Skillsyouneed.com. (2023). Dealing with none assertiveness. https://www.skillsyouneed.com/ps/assertiveness3.html

Smirti. (2021). Reference notes for management. https://www.managementnote.com/custodial-model/
Tai. (2020). The pros and cons of directive leadership. https://matterapp.com/blog/the-pros-and-cons-of-directive-leadership

Tindowen, D. J. (2019). Influence of empowerment on teachers' organizational behavior. https://www.eu-jer.com/influence-of-empowerment-on-teachers-organizational-behaviors594

Turner, J. (2023). Employees seek personal value and purpose at work. Be prepared to deliver. https://www.gartner.com/en/articles/employees-seek-personal-value-and-purpose-at-work-be-prepared-to-deliver

University of Maine (2020). A look at organizational behavior at school. https://online.usm.maine.edu/degrees/education/msed/educational-leadership/organizational-behavior-in-school-environment/

University of Washington (2023) Healthy ways to handle conflict. https://sas.uaa husky.uw.edu/ -experience/know-yourself/healthy-ways-to-handle-conflict/

Vitez, O. (2023). What is the role of organizational behavior in education. https://www.smartcapitalmind.com/what-is-the-role-of-organizational-behavior-in-education.htm

Waltower (2023). Healthy Workplace Conflict Can Help Your Business Grow. https://www.businessnewsdaily.com/9735-healthy-workplace-conflict.html

Wiesen, G. (2023). https://www.languagehumanities.org/what-is-communicative-competence.htm