CONFLICT RESOLUTION AND GRIEVANCE MANAGEMENT SYSTEM
IN THE SCHOOLS DIVISION OF LAS PIÑAS: BASIS FOR
CONFLICT MANAGEMENT TRAINING PROGRAM

RICKY VILLAMER AGAPITO

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ENDORSEMENT

In partial fulfillment of the requirements for the DEGREE OF MASTER OF ARTS IN EDUCATION MAJOR IN EDUCATIONAL MANAGEMENT, this study entitled, "CONFLICT RESOLUTION AND GRIEVANCE MANAGEMENT SYSTEM IN THE SCHOOLS DIVISION OF LAS PIÑAS: BASIS FOR CONFLICT MANAGEMENT TRAINING PROGRAM", has been prepared and submitted by RICKY VILLAMER AGAPITO for an ORAL DEFENSE.

Professor LETICIA S. NAVARRO, Ph.D.
Adviser

APPROVED by the Committee on the Oral Examination with a grade of **1.00**

Professor DALISAY G. BRAWNER, Ph.D.
Panel Chair

Associate Professor RHENE C. TABAJEN, Ph.D.   **Senior Lecturer NIÑO E. FAUSTINO, Ed.D.**
Critic   Member

ACCEPTED and approved in partial fulfillment of the requirements for the Degree of MASTER OF ARTS IN EDUCATION MAJOR IN EDUCATIONAL MANAGEMENT.

Date: _____

Professor EDERSON DELOS TRINO TAPIA, Ph.D, DPA
Dean
College of Continuing Advanced, and Professional Studies

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APPROVAL

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and approved for the
University of Makati, College of Continuing Advanced and Professional Studies

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Professor EDERSON DELOS TRINO TAPIA, Ph.D, DPA
Dean
College of Continuing Advanced and Professional Studies

ABSTRACT

Title	**: CONFLICT RESOLUTION AND GRIEVANCE MANAGEMENT SYSTEM IN THE SCHOOLS DIVISION OF LAS PIÑAS: BASIS FOR CONFLICT MANAGEMENT TRAINING PROGRAM**
Researcher	: RICKY V. AGAPITO
Adviser	: Professor LETICIA S. NAVARRO, Ph.D.
Degree	: MASTER OF ARTS IN EDUCATION, major in EDUCATIONAL MANAGEMENT
Date completed	: JANUARY 2024
School	: UNIVERSITY OF MAKATI

Conflict is inevitable and inseparable from human interactions. Thus, conflict is not the problem but part of the solution. As teachers and administrators work together, the foundation of a sound climate is possible. This study ascertained the conflict resolution and grievance management system in the Schools Division of Las Piñas (SDLP). Researcher-made questionnaires with a Likert scale were utilized. They were validated by five experts and were pilot-tested in the Schools Division of Parañaque. The questionnaires were analyzed through an Exploratory Factor Analysis (EFA) with Kaiser-Meyer-Olkin (KMO) to measure sample adequacy and Bartlett's Test of Sphericity for significant correlation of variables, followed by Cronbach's alpha with a .70 threshold. This research adopted the Input Process Output (I-P-O) model and employed a descriptive-comparative research design. Samples were determined through the rule of ten (1 variable:10) before distribution per strata. This research used frequency and percentage, mean and standard deviation, t-test for independent samples, analysis of variance (ANOVA), and ranking to determine administrators' CRS.

The respondents of this study were 227 teachers and 94 administrators from the thirteen Junior High Schools of the SDLP.

The findings of this study revealed that most of the teachers and administrators were female, and most were married. Both respondents earned units leading to a master's degree. Teacher 1 dominates the teacher population; most administrators were OIC/ designates. Further, the data suggests that teachers were aware of the grievance machinery, and no significant differences were noted between teacher demographics and awareness of the grievance machinery. Moreover, collaborating strategy was the preferred CRS among teacher and administrator respondents. However, administrators with the most years of teaching experience have significant differences in accommodating strategies. Respondents' CRS differed significantly when compared, as revealed in the following: there were significant differences in the CRS of TA vs. AT according to avoiding and compromising strategies; there were also significant differences in the CRS of the TA vs. TCt according to compromising strategy. Lastly, there were significant differences in CRS of the AT vs. TCt, according to avoiding and compromising strategies. Moreover, administrators' perceptions of conflict arising from administrative functions on planning, organizing, directing, and evaluating vary depending on the magnitude of the situational conflict. Finally, it is recommended that the Schools Division Office of Las Piñas should adopt a conflict management training program as an intervention mechanism to promote collaboration for organizational development.

Keywords: *Teacher-to-administrator (TA), Administrator-to-Teachers (AT), Teacher-to-Co-teacher (TCt), conflict resolution strategy (CRS), conflict resolution, grievance machinery, administrative functions, conflict management training program.*

RICKY VILLAMER AGAPITO

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DEDICATION

       I humbly commit this valuable piece to my **FATHER, Romeo E. Agapito, Sr.,** and my **MOTHER, Nora V. Agapito,** who silently supported me through prayers. To my **SIBLINGS**, for the constant reminders that nothing can be permanent, change is inevitable. To my Dear **DAUGHTER, Princess Rianne A. Agapito**, my love for you is never-ending. To my **SON, Prince Quieo Alexandrei A. Agapito,** for inspiring me to pursue my aspirations, even if it means sacrificing valuable time spent with him. To my loving **WIFE, Mary Grace Joy A. Agapito,** for being a wonderful present and treasure to me for her unending love and support. They all have been my motivation to complete this study.

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RICKY VILLAMER AGAPITO

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DISCLAIMER

This paper represents research prepared by the author in his capacity. This paper describes the opinions of the authors and is the product of professional research. The views expressed in this piece are the author's own and do not necessarily reflect and represent the view of the University of Makati, its members, nor the official position of any staff members and the entire Department of Education. The Conflict Management Training Program (CTMP) as an output of this study is an original work. Sources of this manuscript are duly cited in the references. Any inaccuracies are the author's responsibility.

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ADR	Alternative Dispute Resolution
CRS	Conflict Resolution Strategies
CRSQ-1	Conflict Resolution Strategy Questionnaire-1- for Teacher to Administrator
CRSQ-2	Conflict Resolution Strategy Questionnaire-2- for Administrator to teacher
CRSQ-3	Conflict Resolution Strategy Questionnaire-3- for Teacher to co-teacher
CRSMFQ	Conflict Resolution Strategy on Management Function Questionnaire
CMTP	Conflict Management Training Program
GMS	Grievance Management System
GMQ	Grievance Machinery Questionnaire
PPA	Program, Projects, and Activities
SDLP	Schools Division of Las Piñas
SME	Subject Matter Expert
T vs A	Teacher versus Administrator
A vs T	Administrator versus Teachers
T vs Ct	Teachers versus Co-teacher

CHAPTER I

THE PROBLEM AND ITS SETTINGS

Introduction

Professionalism is defined as a character expected to be exhibited with the utmost competence and skills. As teachers practice and engage in the workplace, efficiency and effectiveness manifest toward completing tasks on a day-to-day basis with adherence and respect to ethical and moral principles. These manifestations reflect that teachers are mundane humans prone to err and shall always embody professionalism as role models in the community. However, with mindful regard to policies and moral conduct, teachers become exemplary individuals who carefully analyze every course of action they may be dealing with.

Consequently, the educational system comprises individuals and organizations delivering public service with professionalism and exigency. This system is a vast network of diverse individuals set to heightened standards, expected to translate the organization's vision and mission to materialize institutional goals with greater excellence. Also, school envelopes different viewpoints and perspectives. These differences result from people's distinct life histories, religious beliefs, cultural backgrounds, aspirations, values, needs, and experiences

toward work that contribute to incompatibilities. Because of complexities and people's divergent worldviews, contradictions exist regardless of whether these people belong to educational, political, social, or business affiliations.

As a conformer of legal and constitutional mandates, teachers carry the weight of responsibilities of adherence to duties and responsibilities to uphold a high degree of ethical and professional conduct. The legal and constitutional mandates set a fundamental mechanism for these people to serve as a foundation of norm.

Conflict is inevitable in any place where people work together (Amie-Ogan & Nma, 2021; Mejia & Arpon, 2021). However, conflict is a naturally occurring disagreement (Villanueva & Moleño, 2022) between individuals or groups with varying degrees of commitment that interplay with other people's ideas, desires, beliefs, lifestyles, and personalities. These varying circumstances affect people's rational judgment and lead to poor and distorted decision-making, eventually impacting a sound school climate.

Moreover, teachers are endowed and dignified with rights and privileges, which are emphasized by the passage of Batas Pambansa 232, which states:

"Batas Pambansa 232, also known as Education Act of 1982, Section 11, Paragraph (3) says that teachers shall be deemed persons of authority when discharging lawful duties and

responsibilities, and shall, therefore, be accorded due respect and protection".

Consequently, it boosts the morale of educators protected by the constitution to equally attain justice, peace, and inclusiveness in the line of duty. Article V of the "Code of Ethics for Professional Teachers" outlines and supplies the fundamental standards for doing business with colleagues in the organization. Unfortunately, these provisions do not guarantee full compliance and maximum conformity by administrators, instructional leaders, and teachers. These professionals' growing complexities and disparities continued to transpire and were normalized without further analysis and reconciliation along with the performance of duty. For these reasons, the Department of Education employed DepEd Order no. 35, s. 2004. The primary purpose of this memorandum is to:

"*1. activate and strengthen the Department's existing grievance machinery; 2. settle grievances at the lowest possible level within the Department, and 3. provide a catalyst for the development of capabilities of personnel to settle disputes.*"

Gumiran (2021) affirmed that conflict in the workplace is an inseparable aspect of life; because of this, communication, teamwork, and interpersonal relationships among faculty members disrupt organizational effectiveness.

Consequently, management is the remedy. According to PeopleHum (n.d.):

"*Conflict management is the art of identifying and resolving problems rationally, fairly, and efficiently. It is the process of determining (perceived) incompatibilities or disputes caused by differences in perspectives, aims, and demands….*"

Therefore, administrators need to methodologically identify the conflict's root cause and anticipate workforce diversity to benefit the conduct of analysis, exploit the conflict-positive effects, implement plans, and institutionalize policies to resolve them as soon as they emerge. Likewise, analyze the positive impacts of conflict on organizational development. Furthermore, since no one-size-fits-all solution exists (Imperial & Madrigal, 2021), administrators shall apply appropriate conflict resolution and strategic interventions to fit the dilemma. Thus preventing disputes from going to the courts and pulling institutions into a legal battle. Imperial and Madrigal (2021) say that litigation is not always an effective dispute resolution.

Thus, the task of the administrators and instructional leaders is to promote diversity and create a conflict-positive organization for organizational development to resolve disagreements and conflicts that need to be addressed so that tension relapses to help foster a healthy school environment.

Background of the Study

"Conflict is not the problem; it is part of the solution."

Dean Tjosvold

The researcher was employed at Las Piñas East National High School and served for more than five years in the public service. Aside from his teaching position, he was designated as a Guidance Advocate responsible for the documentation, positive discipline, administrative, and referral service to the local government units and non-government organizations guided by several DepEd Orders mainly focusing on Child Protection. This program, projects, and activities (PPA) are part of school improvement. This allows the researcher to get involved with conflict resolution among learners. However, as a guidance advocate, some cases may involve a teacher as a perpetrator.

On the other hand, the researcher was also a faculty club officer. Being part of a faculty club leadership entails supporting co-teachers and the school's advancement and welfare. Faculty clubs guarantee that teacher concerns are heard and handled by higher-ups. Faculty also resolves teacher-to-teacher and teacher-to-administrator disagreements with due process.

Traditionally, teachers are likely to perform duties limited to classroom teaching. However, due to the evolving workplace, they must adapt and equip themselves with awareness of laws. In the current

workplace scenario, a teacher cannot make an excuse for not being aware of prevailing changes in the workplace.

The researcher observes that common work-related conflicts include rank-and-file teachers performing administrative tasks, weekend reports, teaching loads, and leadership aspects. Teachers highlighted that administrators delegated administrative tasks and justified experiences and certifications from these various schemes are advantageous for promotions. These observations led the researchers to investigate underlying circumstances to determine the prevalent conflict resolution and grievance management systems utilized by teachers and administrators in the researcher's locale.

Although there is a DepEd Order no. 35, s. 2004, known as the Grievance Machinery, allows administrators to address reasons or promptly resolve what causes teachers' grievances.

However, from the researcher's perspective, the grievance machinery seems to face challenges in its institutional implementation. However, teachers hesitate to report grievances since they are unaware of the available processes and mechanisms. Teachers are also afraid of the setbacks that administrators might use their complaints.

Nevertheless, according to the Schools Division Office of Las Piñas Legal Unit, no grievance reports were forwarded to the legal unit for the past four years (R. Osmeña, personal communication, January 10, 2023).

Along with this perspective, the researcher proposed to revisit and analyze how conflict can be resolved effectively. The findings of this study served as a basis to recommend amendments or codification of DepEd the grievance machinery and policy review, development, and reformulation. Therefore, these discoveries further needed elaboration and analysis of facts and records to determine conflict resolution and grievance management systems to facilitate the development of conflict resolution and grievance management systems in the Schools Division of Las Piñas City.

Statement of the Problem

This study determined and interpreted administrators' and teachers' conflict resolution and existing management systems with an end view of developing a Conflict Management Training Program for Teachers in the Schools Division Office of Las Piñas. Specifically, it answered the following questions:

1. What is the general profile of respondents in terms of:

   A. Teachers

   Demographic Profile

   1.1   Sex;

   1.2   Age;

   1.3   Civil status;

   1.4   Years in the Service

1.5 Category of Position

1.6 Highest Educational Attainment

B. Administrators

Demographic Profile

1.1 Sex;

1.2 Age;

1.3 Civil status;

1.4 Years of experience as a former teacher;

1.5 Highest Educational Attainment

1.6 Present category of position as administrator;

1.7 Years of Administrative Experience

2. What is the level of awareness of teachers awareness in grievance machinery in terms of:

2.1 Ground for Grievances

2.2 Grievance Procedure

2.3 Grievance Committee Jurisdiction

2.4 Grievance Committee's Responsibilities

3. What conflict resolution strategies are commonly used by Teachers and Administrators respondents in dealing with conflict in terms of:

3.1 Teacher-to-Administrator (TA)

3.2 Administrator-to-Teacher (AT)

3.3 Teacher-to-Co-teacher (TCt)

4. Is there a significant difference between teachers' level of awareness on grievance machinery when grouped according to demographic profile?

5. Is there a significant difference in the Administrators' respondents' conflict resolution strategies when grouped according to demographic profile?

6. Are there significant differences in the conflict resolution strategies among the following:

   6.1   Teacher-to-administrator (TA) versus Administrator-to-teacher (AT);

   6.2   Teacher-to-administrator (TA) versus Teacher-to-co-teacher (TCt);

   6.3   Administrator-to-teacher (AT) versus Teacher-to-co-teacher (TCt)

7. What are the predominant conflict management practices and strategies arising from administrative functions in terms of:

   7.1   Planning

   7.2   Organizing

   7.3   Directing

   7.4   Evaluating

8. Based on the analysis of the findings, what viable conflict management training program may be proposed?

Hypothesis

To work with the answers to the problems posed in the study, the following null hypotheses were tested:

1. There is no significant difference between teacher respondents' level of awareness of grievance machinery when grouped according to demographic profile.

2. There is no significant difference between Administrators' respondents' conflict resolution strategies when grouped according to demographic profile.

3. There is no significant difference among the conflict resolution strategies between Teacher to Administrator (TA) vs. Administrator to Teacher (AT), Teacher to Administrator (TA) vs. Teacher to Co-teacher (TCt), and Administrator to Teacher (AT) vs. Teacher to Co-teacher TCt.

Objectives of the Study

The main objective of this study was to determine the Conflict Resolution and Grievance Management System in the school-based settings in the Schools Division of Las Piñas with an end view of formulating a viable Conflict Management Training Program. Specifically, it sought the following objectives:

1. Determine respondents' general profile.

2. Determine the teachers' level of awareness of the Grievance Machinery.

3. Assess the conflict resolution strategies commonly used by teachers and administrators in dealing with organizational conflict.

4. Ascertain if there is a notable variation in the levels of awareness among teachers when grouped by demographic profile.

5. Ascertain if there is a notable variation in the administrators' conflict resolution strategies when grouped by demographic profile.

6. Ascertain if there is a notable variation in the conflict resolution strategies among the following: (TA) versus (AT), (TA) vs (TCt), and (AT) vs (TCt).

7. Assess the administrator's conflict management practices and strategies arising from administrative functions.

8. Develop a viable Conflict Management Training Program.

Significance of the Study

Conflict Resolution and Grievance Management Systems are essential to maintaining a sound school climate, especially in the periphery of an educational institution full of diverse professionals. All organizations need to ensure peace and harmony in the workplace, where people work together to achieve organizational development. It was believed that the research findings in this study were beneficial to the following:

Teachers- the study gave them an understanding and awareness of the legal aspect of grievance machinery. They became oriented in the processes, which helped them address issues and concerns with the proper authorities. Awareness of this legal aspect might enlighten their thoughts and provide a constructive perspective.

Administrators - This research helped them establish a more approachable, visible grievance committee and responsive personnel management that guarantees equal treatment for teachers regardless of their position within the school organization. This study also determined administrators' and instructional leaders' conflict resolution strategies, which benefited them in rapport establishment as a basis of trust, equality, and fairness.

The Grievance Committee - (School, District, Cluster, and Division) was able to examine lapses and gaps, as Delos Reyes (2017) noted. This benefited the committees by examining and improving their monitoring and evaluation capabilities in developing a responsive grievance redressal system. Thus, the committee was able to explore and determine the connection between sources of conflict, conflict resolution, employees' awareness of grievance machinery, and the implications of the Conflict Management Training Programs for organizational development.

Schools Division of Las Piñas- CMTP tackled conflict resolution strategies of teachers, administrators, and instructional leaders in the

conflict resolution and grievance management system at all levels. This study elaborated on the need of each school for improved Capacity Building, more intensive In-Service and Gender and Development training programs as part of employees' professional growth and development through the Conflict Management Training Program integration.

Department of Education- this study allowed the organization to maximize the information dissemination and utilization of the Conflict Management Training Program as part of teachers, administrators, and instructional leaders' professional growth and development. The Agency could equip all personnel regardless of rank and enhance the capability of Schools, Districts/Clusters, Divisions, Regions, National level grievance committees, and the Office of the Secretary in formulating policies that would respond to the employee's legal rights.

Faculty Clubs- the teacher's organization had a basis to enhance teachers' organizational support and expand capacity building relevant to grievance machinery that would improve school climate. Contingency and mitigation plans could be laid out as part of their gender and development programs.

Parents Teachers Association- Community trust and confidence increased due to successful and nonviolent dispute resolution strategies manifested by institutions. These communities included parent and teacher groups that collaborated to promote continuous improvement

and produce a holistically developed individual. Additionally, this strengthened school-community ties. In this respect, these stakeholders supported programs, initiatives, and activities owing to their conviction in established conflict management.

Scope and Limitation

This study was conducted in the school year 2022-2023. It was centered on determining the conflict resolution and grievance management system in the thirteen (13) Junior High Schools of the Schools Division of Las Piñas (SDLP) as the basis for formulating a viable conflict management training program.

The scope of this study was composed of (290) public secondary junior high teachers and (130) administrators, including the principal, education program supervisor, public schools district supervisor, and head teachers/designates from the schools mentioned below. The thirteen Public Secondary Junior High Schools include CAA National High School, CAA National High School- Annex, Las Piñas National High School-Main (Junior), Las Piñas National High School-Gatchalian Annex, Las Piñas North National High School, Las Piñas City Science High School (Junior), Las Piñas East National High School-Almanza, Talon Village High School, Equitable Village High School, Las Piñas City Technical Vocational High School (Junior), Golden Acres National High School (Junior), Las Piñas National High School-Almanza, and Lydia Aguilar National High School.

Since there were no records from the year 2019-2023 about the prevalence of grievances that had been provided by the Schools Division of Las Piñas Legal, this research through a survey questionnaire was utilized to determine their awareness of the matter.

This study was also limited to describing and analyzing the employed Conflict Resolution and Grievance Management System, excluding the Public and Private Elementary Level, Senior High School Level, and Alternative Learning System Learning Centers and private schools in Las Piñas City. The study focused only on the conflict resolution and grievance management system of the thirteen (13) Public Junior High Schools in the Schools Division of Las Piñas.

Public Secondary Junior High Schools were used in the study due to the researcher's accessibility to the locale, and the background of the study was also directly relative to the characteristics of the population. This study was conducted in school year 2022-2023. The timeframe of this study was from March to August 2023.

Definition of Terms

For clarity and a better understanding of the research, the following terminologies were defined legally, theoretically, and operationally.

Accommodating Strategy- entails placing the needs and desires of other people before your own as a matter of priority. In essence, it

involves giving in to the desires or aspirations of another person, which often comes at the price of one's preferences or interests.

Administrative functions- school heads, administrators, and instructional leaders' strategic management of human, fiscal, and facilities resources and the total operations of an institution.

Administrative-related conflict- refers to leadership and management functions that administrators lack or fail to execute. This covers poor communication, divergent opinions, authoritative leadership, insufficient dedication, and feelings of inferiority among the leaders.

Administrators- also called School Head/ Principal- are "responsible for administrative and instructional supervision of a school or clusters of school (Republic Act 9155, Section 4). Principal I, II, III, and IV (NQESH passers) and Officer-in-Charge (Appointed Head Teacher and Public School District Supervisors).

Arbitration- refers to the conflict resolution process facilitated by a designated arbiter.

Avoiding strategy- the deliberate act of avoiding specific circumstances, people, ideas, emotions, or problems, or with an intent stepping away from conflict. These intentions are part of and means of coping with mechanisms to avoid stress or conflict.

Collaborating strategy- refers to how individuals or organizations collaborate to accomplish a shared goal. In its most basic form, it is a

coordinated way of working together as a group that specifies roles, duties, communication routes, and tools to maximize the effectiveness of working together.

Competing strategy- a strategy that delineates how an individual intends to attain a competitive edge in a particular situation to own and decide on the matter being discussed and remain on top of the decision-making process.

Complainant- refers to any person filing a complaint or grievance as referred to by (DepEd Order 35, s. 2004 Section V. Application of Grievance Machinery)

Compromising strategy- finding a mutually acceptable solution to all sides to resolve problems or establish agreements in which both parties make compromises. The process is finding a compromise between opposing interests or points of view, in which neither side can ultimately reach their ideal end, but both parties get something they value.

Conflict- competitive or opposing action of incompatibles: an antagonistic state or action as of divergent ideas, interests, or persons.

Conflict Sources- this refers to where conflict originated. This is categorized into institutional, work, and leadership conflicts.

CMTP- refers to a conflict management training program. This holistic intervention program facilitates education and awareness of

conflict, dispute, or grievances among the DepEd personnel (*including administrators, instructional leaders, and teachers*).

Conflict Management- identifies and resolves problems rationally, fairly, and efficiently. It is the process of determining (perceived) incompatibilities or disputes caused by differences in perspectives, aims, and demands—proactively addressing a dispute.

Conflict Resolution- is the act and process of putting complex notions and disagreements into an acceptable result upon which the complainant and the disputant are reconciled.

Decision-making- refers to the deliberate judgment process brought by careful assessment of facts, assertion, improvision, and selection of alternative resolution based on the prevailing circumstances. This gives teachers and administrators a grasp of instinctive resolution for corrective and preventive action acceptable to the situation.

DepEd Order no. 35 s, 2004- refers to "Grievance Machinery."

Directing- is the task delegation process (including group, unit, or individual duties), hands-on provision of technical assistance, and leading upfront toward the organization's set mission and vision.

Disputants- are the parties involved or having a stake in a conflict or controversy.

Dispute- refers to the disagreement among parties that may result in a complaint.

Ethics- refers to a public servant's moral values and ethical conduct in performing duties.

Evaluating- refers to the process of assessment based on the laid-out objective and goals. In this study, evaluating refers to the administrator's capacity to assess the unit, group, or individual performance according to specific standards.

Grievance- refers to the work-related discontentment or dissatisfaction expressed verbally or in writing, which has been ignored or dropped without consideration in the aggrieved employee's opinion.

Grievance Committee- a governing body that oversees and facilitates resolving grievances at the lowest possible level. This committee has certain jurisdictions according to level, such as school, district, division, regional, and department grievance committees.

Grievance Machinery- a system or method of determining and finding the best way to address a grievance's specific cause or causes at the lowest possible level (DepEd Order no. 35, s. 2004).

Grievance Management System- refers to the institutional mechanism of addressing grievances through process management and alternative resolution. This also confers to the hierarchy of command structure that deals with a grievance on which resolution depends.

Institutional-related conflict- characterized by scarcity, allocation, and sharing availability of resources. This source of conflict pertains to

funding allocation on the school infrastructures that aid school personnel and stakeholders.

Instructional Leaders- refers to Master Teachers I, II, III, IV, and Education Program Supervisors (Academic Subjects) directly in charge of curriculum development and implementation.

Organizing – refers to the act or process of structural organization and processes. This also focuses on setting staff or strategic allocation of human, financial, and action plans with embedded feasible goals and objectives before actual implementation.

Management – is a technique by which the purpose and objectives of human groups are determined, clarified, and effectuated. It involves strategy, innovation, initiating and bringing change, creative problem-solving and decision-making, actively seeking alternatives and opportunities, negotiating and resolving conflicts, and dynamic or active leadership. This also refers to the "leadership, functional guidance, control, and oversight of an organizational unit's people, resources, and policy, and the exercise of planning, organizing, directing, and coordinating functions (DepEd Order no. 007 s. 2023).

Mechanism- refers to a piece or part of a system that works together to perform various functions according to an established process management. This also pertains to a standardized, systematic process or methodology used as a strategic intervention to achieve the desired outcome.

Mediation- is the process that facilitates communication and negotiation that assists the disputants in reaching a voluntary and mutually acceptable settlement agreement (DepEd Order no. 15, s. 2012).

Planning- is the act or process the act or process of making or carrying out plans, specifically the establishment of goals, policies, and procedures for a social or economic unit. This also refers to designing strategic interventions and contingencies in case of emergency or unavoidable circumstances during the implementation of PPAs.

PPAs- refer to the programs, projects, and activities relative to the school improvement.

Resolution- refers to the act or process of resolving, such as the act of analyzing complex notions into simpler ones, the act of answering, or the act of determining.

Teacher- refers to an employee of the Department of Education directly involved in the teaching and learning process. For this research, Teachers I, II, and III, and Master Teachers I and II will be highlighted. Magna Carta for Public School Teacher (1966) defined a teacher as:

> "*As used in this Act, the term "teacher" shall mean persons engaged in classroom teaching, in any level of instruction, on a full-time basis, including guidance counselors, school librarians, industrial arts or vocational instructors, and all other persons performing supervisory and/or administrative functions in all*

schools, colleges, and universities operated by the Government or its politic subdivisions; but shall not include school nurses, school physicians, school dentists, and other school employees."

Work-related source- this is one of the sources of conflict, characterized by a lack of work plans in school, which results in a poor level of accomplishment regarding school plans.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter provides an overview of the many types of literature researched to acquire information for this study. This also covers investigations conducted to bolster the notions, opinions, observations, and facts conducted by educators and experts in the Conflict Resolution and Grievance Management field in topical discussions. In addition, the chapter offers a conceptual framework, which was the starting point for developing the hypothesis.

THE RESPONDENTS' CHARACTERISTICS

Since then, respondents' cooperation has played a massive part in the success of every research. Without their active involvement, researchers may not be able to resolve information that resolves underlying hypotheses and phenomena. Understanding and identifying the appropriate respondents for a study being conducted is imperative to the reliability of the data gathered. In this study, the demographic profile of the respondents had a huge impact in the universality of the data that were analyzed through a descriptive-comparative research design.

Hammer (2011) asserted that a comprehensive description of participants enables readers and researchers to decide to whom study findings generalize and enables comparisons between replications of

studies. Thus, the characteristics of respondents should be considered, which describe how the population impacts the result of a study. Demographics provide vital information that strengthens the claims of specific research. However, appropriate techniques in dealing with samples should be considered to obtain reliable results. Also, demographic profiles are utilized in research to describe and define the respondent's characteristics.

Based on the study conducted by Delos Reyes (2017) titled *"Grievance Management Procedure and Discipline Handling Awareness Among Public Secondary School Teachers: An Infographic Material,"* she noted that educational attainment is a predictor of grievance machinery awareness. This is a part of the respondents' demographic profile, which describes that teachers with Masteral degrees tend to be more aware of Grievance Committees Jurisdiction.

The term **sex** in this study only describes a biological characteristic of a human person as may be defined in the medical field. This does not deviate from and discriminate the use of gender to determine respondents' orientation. However, for this study, only males and females were used.

In the patriarchal times, men were seen as being more manly and tough when making decisions in the earlier family decision-making environment, while women handled home tasks. The colonial era gave rise to this tradition. However, gender equality voiced this situation in

which women were seen as equal to men in educational, political, and economic aspects.

According to the Philippine Commission on Women (n.d.), a mother can create positive educational outcomes. Based on his findings, Tancinco (2016) argued that women dominate the education sector for teachers and administrators. This data was also affirmed by Tuazon & Padierno (2016). Obuodisa-Darco (2014) noted that female teachers dominate the teaching industry. She also highlighted feminization in education due to women's empowerment. However, this phenomenon implied inequality among their male counterparts (p. 454); according to Mangulabnan et al. (2021), Region III also demonstrated the same findings. On the other hand, Batool et al. (2016) argued that males are more effective in managing schools than their female counterparts.

The **age** according to the saying that "age does not matter," in the DepEd, there was no written memorandum that restricted an applicant based on age. This asserted that there was no age discrimination in the agency. However, 65 years old is the maximum duration of service for public school teachers. In this study, age forms part of the demographics to measure how matured the respondents were regarding their awareness of the grievance machinery and understanding of the use of resolution strategies when confronted with situational conflict.

According to Delos Reyes (2017), elderly individuals may provide valuable life lessons, but their physical limitations may restrict their

ability to apply their knowledge. Conversely, younger employees are expected to contribute more to corporate objectives due to their drive and ideals in a fresh work environment.

However, according to Mejia and Arpon (2021), most school heads were at 40 when they shifted to the managerial level. Dorado and Llona (2019) argued that teachers aged 41-50 preferred collaborating conflict management style.

Civil Status being in a relationship does not hinder accomplishing a task. Technically, based on the findings of Tancinco (2016), he contradicted the notion that once a single individual entered the teaching profession, he/she would not be able to marry. Gumiran (2021) attested that most administrators were married in her study locale. (Mangulabnan et al., 2021) Since administrators are generally long-term employees and in stable positions, they are expected to have settled down, and they are also expected to have their own families. Thus, civil status likely affects conflict management in the research since married people face family issues.

Years in the service is how an employee's tenure is recorded since day one of the oath of office. Also, the length of service is one of the criteria for teachers' promotion (Bongco & Abenes, 2019), as mentioned in several DepEd Orders about ranking and promotion (p. 447).

Similarly, Tancinco (2016) noted that the length of service was part of the consideration in giving designations (p. 955) and promotions.

He also noted that 21 or more years of tenure in the service could be classified as "long years in the service."

In addition, length of service can indicate that an employee chooses to stay in the profession because of harmony in the workplace. Nevertheless, it could not always be the case; staying in the agency may find purpose and satisfaction in the system.

The **years of experience as a former teacher** before being promoted or designated as an administrator, these people were once teachers. In this study, this demographic entailed administrators' tenure in the teaching industry before becoming school managers. Since this study underscored teaching experiences in the facilitation of grievance machinery and conflict resolution, the researcher intended to incorporate their experiences towards conflict management best practices since they became part of the bottom positions in the bureaucracy.

The **category of position** refers to the current position of the teacher or administrator. These are positions created by the managers of the Civil Service Commission with distinct duties, responsibilities, and qualifications. Similarly, ranking and promotion in the DepEd are ladderized and start with an entry-level Teacher I. These teachers are professionalized by passing the Licensure Examination for Teachers regulated by the Professional Regulation Commission.

Since the DepEd is composed of a rank-and-file position, it was recorded that in January 2021, following DepEd Order No. 24, 2022, or the Adoption of the Basic Education Development Plan 2030, teachers in the Philippines were composed of 46% of the Teacher I position, which served as the backbone of the bureaucracy.

Consequently, as these professionals rise above their positions, their roles get more expansive, and duties and responsibilities get heavier. From the perspective of administrators, these are the levels of Officer-in-Charge/designate, Head Teachers I-VI, Principal I-IV, and Supervisor who have the training and capability to manage the school.

DepEd Order no. 180, s. 2010 stipulated that the ratio of one school head. This study utilized this demographic to exhibit the roles of administrators in the grievance machinery and their disposition in conflict resolution. Likewise, according to Mejia & Arpon (2021), less than five years of experience were noted at entering the management level as long as they meet the minimum educational requirement for the position.

Lastly, Eyupoglu and Sane 2009 (cited in Delos Reyes 2017) emphasized that rank and designation are unreliable in predicting job satisfaction. Thus, the highest or lowest position may experience dissatisfaction relative to employment.

The **highest educational attainment** can be coupled to a degree by which a person seeks further advancement and continues growth and

professional development. Similarly, the Code of Ethics for the Professional Teachers noted under Article IV The Teacher, and the Profession, Sec. 3 states that "Every teacher shall participate in the continuing professional education (CPE) program of the Professional Regulation Commission, and pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity to be nationally and internationally competitive."

Graduate education plays a massive part in enhancing teachers' competencies in the field. Indeed, being a teacher constitutes a lifelong learner, and graduate studies are also an advantage to being promoted.

Similarly, Mejia and Arpon (2021) noted a significant relationship between conflict management style and educational attainment. Delos Reyes (2017) also argued that educational attainment predicts grievance machinery awareness. Her study showed that most teachers with units leading to master's degrees tend to be more aware of Grievance Committees Jurisdiction. It can also be drawn from it that teachers continue their professional development and prove that educational attainment is necessary in the education sector. It is advised that the school manager must have a Doctorate, and faculty members must finish master's degrees in their specialization to improve their decision-making skills (Delos Reyes, 2017, p. 32). Bongco and Abenes

(2019) affirmed that educational attainment forms part of teacher and administrator promotion.

The **Years of administrative experience** start when administrators are promoted or designated to an administrative position. These positions can be Head Teachers, Principals, Education Program Supervisors (EPSs), and Public School District Supervisors (PSDSs) who have the skills and competencies to run the school, facilitate the hearing of grievances, and resolve disputes at the school level. These positions are eligible for mediating conflict situations.

Before a School Principal is given a Principal I item position, he/she must pass the National Qualifying Examination for School Heads (NQESH). This guarantees that the principal has undergone training and seminars relative to school administrators. As previous teachers in their early careers, their experiences are more likely to contribute to their functions as administrators and apply best practices in conflict resolution.

THE CONFLICT AND RESOLUTIONS

Amie-Ogan and Nma (2021) and Mejia and Arpon (2021) noted that conflict is inevitable (ILGAN, 2020) in any place where people work together. Consequently, the workplace becomes a cradle of diverging ideas directly impacting organizational relationships. Conflict and grievances are problems that emerge due to unfavorable situations and

are part and parcel of a solution. Conflicts and grievances then become a tool for improving policymaking and implementation.

The context of John Donne's "No Man is an Island" suggests that individuals are meant to interact with one another. Working in an environment without a network that binds differences is impractical and affects organizational development. People's interactions can be associated with an ecosystem that makes nature favorable to some and less beneficial to others. According to the Merriam-Webster (n.d.) dictionary, conflict "is a competitive or opposing action of incompatibles: an antagonistic state or action of divergent ideas, interests, or persons." Amie-Ogan and Nma (2021) agreed that conflict always exists, disputes are part of life, and it is inevitable in human interaction (ILGAN, 2020; Gumiran, 2021). The above also agreed with Karl Marx's conflict theory as it stressed that "society is in a state of constant conflict because of competition for limited resources," which was also noted by Obuobisa-Darko (2014). Consequently, conflict carved our way of understanding human relationships, and this conflict continues to emerge and evolve, bringing positive and negative impacts (Wanaina et al., 2020) to organizations. Responsive policy implementation and effective management are desired to mitigate and de-escalate conflict/ disputes in the workplace.

Benefits of Conflict/Grievance

While the literature mentioned above tackles the occurrence and impact of conflict, Shanka and Thou (2017) argued that there are also positive effects conflict may have on the organization; among the sources of conflict that they noted were relative to institutional, work, and leadership. They added that escalation of conflict in an organization leads to disputes that need immediate resolution.

Most of the time, conflict management is solely focused on solving the occurrence of a single conflict. However, it should be strategically jiving into the root cause of conflict. This approach is more effective and sustainable because it addresses conflicts before they happen. Conflict management is one way to solve problems and disagreements at work, in a relationship, or within themselves. Some try to avoid these confrontations at any cost, while others may use them to get things off their chest and understand others better.

Moreover, administrators, instructional leaders, and teachers should also exert their efforts to educate themselves on the Department of Education's quasi-judicial laws and administrative orders to align themselves and update on the prevailing issues (Delos Reyes, 2017). Lastly, innovation in grievance management should be considered to monitor and manage grievances to minimize their occurrence in the organization (Monish & Dhanabhakyam, 2022).

Sources of Conflict

Finding the source of conflict and where it originated is vital to conflict resolution. Conflict can be remedied and addressed according to its state. **Conflict is volatile**, which means the situation may become aggravated depending on how it is handled. Determining its root cause may find an appropriate strategy to analyze and mitigate future problems that would arise in school.

According to Shanka and Thou (2017), *Institutional-related conflict* is due to limited resources for teaching and learning and infrastructure. Specifically, there is a lack of materials and equipment. According to the findings of their research, which was titled Conflict Management and Resolution Strategies amongst School Leaders in Primary Schools in Ethiopia, this deficiency is relatively standard. They noted the absence of teaching materials, de-motivation situations, imprecise specifics about wage increments, unmet basic amenities, and unjust resource allocation are among the leading institutional reasons for teacher conflict.

Furthermore, Shanka and Thou (2017) argued that *Work-related conflict* is characterized by a lack of work plans in school, which results in a poor level of accomplishment regarding school plans. This predicament may also be connected to the ineffective administration and planning that the administrator carried out before the start of the

school year. This includes lessons in weekly, monthly, and annual plans. Teacher respondents of their study noted:

> "*that work overload, dissatisfaction, unfair scheduling of time-table, poor accountability and responsibility of school leaders and lack of recognition and rewards…*" (p. 68)

Due to these circumstances, Shanka and Thou (2017) argued that teachers suffering from this treatment become unmotivated and begin to present a conflict. However, fewer conflicts were inked with teachers' motivation and commitment (Jantzi and Leithwood, 1996, as cited in Shanka & Thou, 2017).

Furthermore, work-related conflicts also affect the administrator's interrelationship with their subordinates. However, Imperial and Madrigal (2021) implied that this work-related conflict is more accessible to resolve than personal ones.

With these presented findings, the researcher's viewpoint amplifies that school management should be planned and backed with clear-cut policies.

Moreover, Shanka and Thou (2017) also argued that *administrative-related* conflict involves the lack of and poor implementation of institutional policies. Their respondents' perspective differs in that teachers perceived that school leaders lack leadership competencies in school administration. At the same time, department heads identified that strict implementation of school rules and

regulations was an issue. Meanwhile, Shanka and Thou (2017) emphasized that:

> *"Poor communication, disagreement, autocratic role, lack of commitment, and inferiority complex on the part of the leaders cause conflict... teachers mentioned that lack of openness and involvement in the decision-making causes conflict between parties…."* (p. 69).

Though these conditions came from abroad, this study would also validate the prevalence of conflict in the researcher's locale. The administrator's quick response to these matters could also mitigate its emergence. Similarly, Villanueva and Moleno (2022) emphasized that poor communication, different personalities, and values were familiar sources of teacher conflict.

Moreover, Gumiran (2021) encourages administrators to be open in dealing with emotional expression and new ideas to individuals or groups to amplify organizational communication.

Conflict Management

Conflict management is an integral part of a principal's responsibilities (Atieno et al., 2016) as it can significantly impact the environment, culture, and climate of a school or education facility (Imperial & Madrigal, 2021). Administrators need to identify and address any conflicts that occur to ensure the safety of students and

staff, foster positive relationships between parents and community members, and promote a healthy learning environment. Through effective conflict management, administrators can create an atmosphere where people feel safe to express their opinions without fear of retribution. It is up to the administrator to lead by example to demonstrate how best to resolve conflicts constructively.

Wainaina et al. (2020) argued that there is no clear policy on techniques to resolve conflicts. Therefore, an administrator's objective view on the pre-existing factors and personal views may directly or indirectly affect the manner of resolving conflict. From the perspective of the Department of Education, the provision of DepEd Order 35, s. 2004 only provides a hierarchal process for handling specific grievances but does not show how handling conflict works. Conflict management in this manner is somehow an intangible or soft skill that has not laid out parameters because administrators must only facilitate conflicting parties to reconcile.

When it comes to the workplace, conflict can be healthy. However, handling conflict can be crucial for the organization because it may cause more tension than the conflict itself (Mangulabnan et al., 2021). The best thing that a manager can do is take an honest look at their skill set. Suppose administrators and instructional leaders find themselves in trouble managing conflicts. In that case, they should invest in

professional development or training sessions to improve their skills and find out how they can prevent conflicts from happening in the future.

Consequently, Tancinco (2016) noted that clear-cut policies alone cannot eradicate conflict; these are merely guidance that do not resolve and ensure conflict resolution as it emerges. He also emphasized that as conflict managers, the school administrators must step up to the challenges among the organization's members and remain an integral part of the members' ongoing responsibilities for settling disagreements.

Furthermore, conflict in this perspective cannot be left unattended or ignored. If overlooked, faculty misunderstanding in the workplace could threaten academic achievement (Manila 2016, as cited in Imperial and Madrigal 2021) and school operations. This situation necessitates administrators to acknowledge and recognize conflict as early as possible. Manikandam and Dhanabhakyam (2022) affirmed that employee motivation follows if grievances are resolved immediately. These grievances can be used as a management tool to increase employee morale and performance (Monish & Dhabanabhakyam, 2022). Sourdin and Burstyner (2016) added that addressing issues requires time. Information communication technology is an innovative means to address these gaps, and thus, ICT employment can be an innovative tool (Monish & Dhabanabhakyam, 2022) to manage organizational challenges. Gomathi (2014) noted that open-door

sessions help employees communicate their problems better, leading to a faster resolution. Conflict management requires various skills for an administrator to possess. Effective leadership involves the administrator's competence to employ reasonable, just, and timely resolution (Imperial & Madrigal, 2021).

Managing conflicts well entails figuring out what causes friction and then working to eliminate it effectively and reasonably. Conflict analysis involves identifying disagreements arising from divergent worldviews, goals, and expectations (Peoplehum, 2022).

Conflict Resolution Strategies

Conflict is a common occurrence in the workplace (Adarayan-Morallos, 2018). It is inevitable (Amie-Ogan & Nma, 2021; Mejia & Arpon, 2021) that someone will have to deal with it at some point. Two parties in conflict will always have different views on what happened, who is right, and what needs to be done. Conflict resolution strategies are vital because they help people de-escalate and develop solutions to prevent further damage. Thus, Adarayan-Morallos (2018) argued that addressing conflict improves service delivery.

It is essential to evaluate the circumstances impartially since the administrators work to create a sound workplace. By effectively and efficiently utilizing conflict resolution strategies, school administrators

can settle problems and concerns to benefit everyone involved and arrive at a win-win solution.

Conflict is inevitable in today's fast-paced workplaces. Organizations require effective conflict resolution options to resolve conflicts efficiently and constructively, especially under time constraints. Maintaining a sound climate boosts productivity and satisfaction among employees. A conflict-positive organization sees disagreements as opportunities for development and progress, not disruptions.

Organizations may promote teamwork, open communication, and empathy by being conflict-positive. This makes disagreements opportunities for cooperation and problem-solving rather than tension or resentment. Effective conflict resolution requires conflict management training, open communication routes, and a culture of respect and inclusion. Leaders must also set an example by resolving issues quickly and equitably.

In conclusion, time-pressed organizations need a clear and prompt resolution of conflicts in their employed strategy. Organizations may build excellent team connections and manage disagreements constructively by maintaining an optimal working atmosphere and seeing conflicts as growth opportunities.

Figure 1. Thomas-Killman Conflict Handling Styles Model

(Illustration by Thomas-Kilmann, 1976)
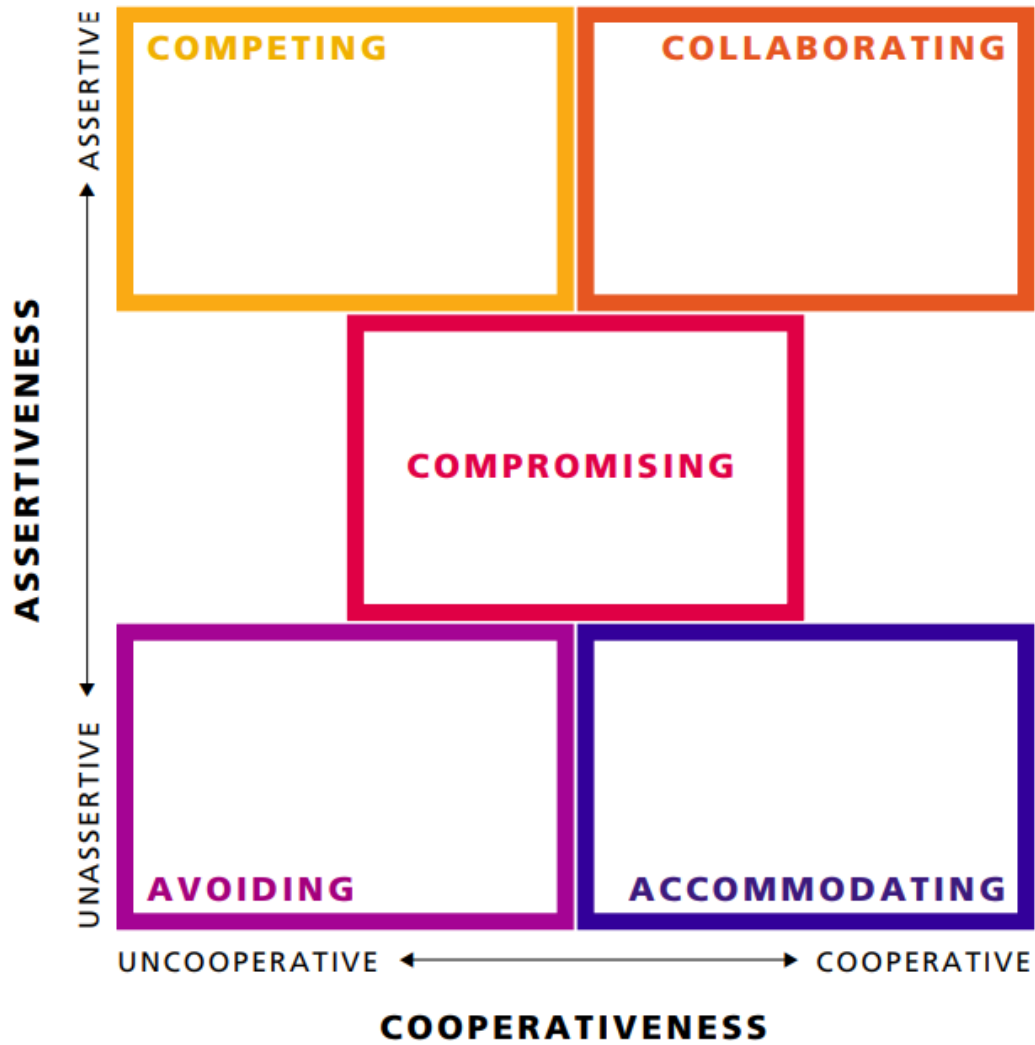
Based on the figure, there are two essential dimensions to describe a person's behavior (Gumiran, 2021): Assertiveness, which is the extent to which the individual attempts to satisfy one's concerns, while **Cooperativeness** is the extent to which the individual attempts to satisfy other people's concerns (Thomas, 2008). Kenneth W. Thomas and Ralph H. Killman are renowned authors in the conflict management field. Thomas-Killman's conflict mode instrument is widely used to understand an individual's conflict management style. The Thomas-Killman Conflict Handling Styles Model shows how an individual demonstrates or reflects behavior when encountering conflict. This study benchmarked the model to illustrate and define pre-existing conflict resolution strategies. This includes the following strategy:

Competing strategy is classified as assertive and uncooperative at the same time. This conflict management strategy is also known as the dominating strategy. In this scenario, the administrator/ instructional leader or the teacher dominates the decision-making development (Villanueva & Moleno, 2022). They have a higher regard for themselves (Obuobisa-Darko, 2014) than others (Mangulabnan et al., 2021; ILGAN, 2020). This type of conflict resolution applied the influence of power and dominance in the matter reported or argued upon. A competing resolution strategy is one of the most popular methods used to resolve conflicts. It involves two competing parties trying to justify one opinion or perspective.

Villanueva and Moleno (2022) noted in their study titled Administrator's Conflict Management Styles and the Schools' Climate among the Secondary Schools of Davao Occidental that competing strategy or dominating style is the most prevalent among administrators in their locality, which they found effective in school leadership.

The fact that one person may gain control of the situation makes this dispute-resolution method seem adequate. However, it may also lead to situations where one party retains its prejudices and ideas while being wrong. This behavior may prevent one party from achieving their goals, leading to an unhealthy partnership.

The Collaborating Strategy is found to be both assertive and cooperative. This conflict management strategy is also known as the integrating strategy. This is where an individual attempts to corroborate with another person and find a solution in consonance with their common good (Mangulabnan et al., 2021). These people try to investigate and dig into alternative solutions (Villanueva & Moleno, 2022) that benefit each other and may result in satisfaction (Obuobisa-Darko, 2014). They also found that collaborating conflict management strategy was the highest pick in dealing with conflict and administrators (Mejia & Arpon, 2021).

Mehrad (2015) argued that collaboration involves sharing operative information and gaining acceptable solutions for both parties.

Thus, Tuazon and Padierna (2016) argued that it is essential for administrators to have a firm grasp of the various modes of communication available to teachers in the working environments to foster an atmosphere that encourages cooperation consistently.

Cadiz et al. (2016) argued that collaborating strategy is one of the perceived handling styles of teachers. Being open to confrontation (Villanueva & Moleno, 2022) and negotiation indicates that a teacher is willing to resolve conflict.

Thus, Tancinco (2016) asserted that teachers and administrators should make the most of their opportunities to build their management abilities to strengthen and empower themselves in conflict management. His research demonstrated a considerable connection between the management abilities of the respondents and the degree of teamwork.

The study of Atieno et al. (2016) established that a collaboration conflict management strategy is the solution for Kenyan public secondary schools. Accordingly:

> "*Good performance is evidence of a positive school climate. In a positive school environment, everyone is valued, cared for, and given a chance to be heard….*" (p. 207)

Therefore, it is essential for administrators who employ this strategy to ensure that both parties have an equal say in the decision-making process and that their views and opinions are considered.

Tuazon and Padierno (2016) noted that communication is vital to educational institutions.

Compromising Strategy suggests that a person is intermediate in being assertive and cooperative. It allows both sides to relinquish some of their desires and arrive at a mutually acceptable decision (Obuobisa-Darko, 2014; Villanueva & Moleno, 2022) and takes risks in concession; this strategy partially satisfies both people with the purpose only of compliance.

According to Mangulabnan et al. (2021), compromising is an essential resolution strategy that involves give and take (Villanueva & Moleno, 2022) between two parties. Compromising helps foster understanding between two parties, as each party can be more open to hearing the other's viewpoint and develop a solution that works for everyone.

Avoiding Strategy is both unassertive and uncooperative. These types of people prevent themselves from getting involved in a particular issue. A person intentionally intends to avoid the issue and delay decision-making processes (Villanueva & Moleno, 2022).

Communicating is essential because it enables us to achieve our goals. However, Mehrad (2015) asserts that the avoidance strategy can be legitimate regarding conversations. By rejecting strategy, individuals resign their decision-making duties and leave the subject matter open-ended. This strategy may be advantageous in some circumstances, but

it should be utilized after carefully considering all possible results. (Kreiner and Kinicki, 2004; Robbins and Judge, 2009, as cited in Obuobisa-Darko, 2014) noted that one party withdraws while the other actively suppresses the issue of the situation.

One typical tactic people use when dealing with disputes and conflicts is avoidance. This approach entails consciously avoiding the issue at all costs and avoiding any communication that may result in a disagreement. The goal is to maintain impartiality and abstain from engaging in the conflict (Rahim 1992, as cited in Mangulabnan et al. 2021).

The Accommodating Strategy is unassertive and cooperative. These people neglect themselves and attempt to satisfy other concerns (Obuobisa-Darko, 2014). They accept other people's requests and demands, knowing that consequences may arrive. These persons are selfless and generous and prioritize others' opinions or perspectives other than him/herself (Mangulabnan et al., 2021) to please others (Amie-Ogan & Nma, 2021) to find a middle ground (Villanueva & Moleno, 2022). Accordingly, the accommodating resolution or obliging strategy was the top-picked strategy where administrators provide ample consideration to the welfare and satisfaction of their stakeholders. On the other hand, overuse of this strategy could lead to a collapse in rapport, a decrease in morale, and an inability to deliver results (Amie-Ogan & Nma, 2021).

Similarly, they added that the Department of Education plays an essential role in ensuring that students receive an education free from any form of physical or emotional violence. To ensure this, the integration of conflict management strategies should be regularly part of the training program for all stakeholders in the educational system.

Most notably, Villanueva and Moleño (2022) established that all conflict management techniques significantly impact the school atmosphere in Davao Occidental's secondary schools.

Effective leadership is required as a driving force for fundamental organizational growth. Leadership is the ability to influence others. Administrators and instructional leaders are directly involved in enacting R.A 9155, also known as the "Governance of Basic Education Act of 2001". Chapter 1, Governance of Basic Education Sec. 7. A (6) says that:

> "*the Secretary of Education shall have the authority, accountability, and responsibility in enhancing the employment status, professional competence, welfare, and working conditions of all department personnel."*

In compliance thereof, the regional divisions and the school offices are tasked to adhere to national and departmental policies consistently. This highlights the duties and responsibilities of the learning institution administrators to promote a conducive learning

community but also a conflict-resilient environment for organizational development.

THE GRIEVANCE MANAGEMENT SYSTEM

The 1987 Article II. Declaration of Principles and State Policies Section 3. States that:

"The state shall promote the principle of shared responsibility between workers and employers and the preferential use of voluntary modes of settling disputes, including conciliation, and enforce their mutual compliance to foster industrial peace."

Therefore, the provision that the state shall formulate mechanisms to settle the conflict in the workplace. The law also highlighted the dispute settlement adoption spirit of volunteerism to both conflicting parties for a speedy disposition or resolution.

In addition, the Civil Service Commission published a Memorandum Circular No. 2, Section 2001, with the subject Revised Policies on the Settlement of Grievances, which De Leon signed, this sought to promote harmony in the workplace and, as a result, foster the productivity of each organization member.

The Department of Education has provided the DepEd Order no. 35, s. 2004, also known as the Grievance Machinery. The primary purpose of this order is to:

"*1. activate and strengthen the Department's existing grievance machinery; 2. settle grievances at the lowest possible level within the Department, and 3. provide a catalyst for the development of capabilities of personnel to settle disputes.*"

Consequently, the primary goal of the Grievance Machinery is to handle complaints at the lowest possible level, and conflict resolution is its primary focus. The grievance machinery's function is to process employees' discontent without further formally filing cases and escalating them to the courts.

Furthermore, Imperial and Madrigal (2021) emphasized that litigation is not always the best solution. However, there are no predetermined limits and a scale for how complaints that have developed into disputes will be settled. Per this research definition of conflict resolution, it refers to putting complex notions and disagreements into an acceptable result upon which the complainant and the disputant are reconciled. In this regard, grievances such as discontent and dissatisfaction can be resolved through dialogue. The talks between the aggrieved party and the disputant will depend on the agreed rules and settlement.

Based on the study of Shanka and Thou (2017), they noted that the primary source of conflict was institutional and leadership. They emphasized that school administrators must evaluate the source of conflict and have mechanisms for employee grievances installed. They

also added that administrators should improve and enhance their conflict management and resolution competencies in handling disputes (Tancinco, 2016). Thus, it is incumbent upon leaders to remain flexible in the face of change, to include their teams, and to give possibilities for professional advancement.

Grounds for Grievances

DepEd Order 35, s. 2004 or the Grievance Machinery defined grievance as work-related discontentment or dissatisfaction expressed verbally or in writing, which, in the aggrieved employees' opinion, has been dropped without due consideration (Saluja & Kaur, 2014; Dhanabhakyam & Monish, 2022). A grievance is a feeling of non-fulfillment of what is expected by the employee during the performance of duty throughout his/her tenure. This is negative feedback to which set standards are not met by the administrators and instructional leaders, which employees in the rank and file then feel dissatisfied about.

Consequently, Balamurugan and Shenbagapandian (2016) described grievance as employees' dissatisfaction (Obiekwe & Eke, 2019) with the organization's failure to fulfill their expectations. This phenomenon creates the perception among employees that treatment becomes unfair and unequal.

This was also affirmed by Dhanabhakyam and Monish (2022), who noted that:

"*grievances may arise from working conditions, health and safety, performance appraisal, relationship with superiors and subordinates, training and development activities and personal aspects….*" (p. 33)

An unattended grievance that develops into conflict poses a threat if not handled. Vajpayee et al. (2023) argued that conflict may hamper work and damage the organization. However, if a conflict is managed and addressed strategically, this can be used as an intervention to improve structure and organizational development processes. Systems and processes can be improved if the institution creates and implements policies through a data-driven approach.

Furthermore, the challenge in data collection of grievance is hurdled by its policy. Since grievance machinery aims to resolve conflict at the lowest possible level, recording cases raised by teachers is not necessarily needed. The policy itself provides options on how workplace discontentment and dissatisfaction can be reported. Oral reporting of grievances is one of the options that does not need recording or writing. The provision clearly states these options for which data collection will only be possible and tabulated if written reports are filed. Therefore, the lack of orally reported data creates gaps and lapses in policymaking, resulting in reoccurring issues and concerns.

Lastly, according to the Schools Division Office of Las Piñas Legal Unit, the common complaints encountered and reported to the agency for the past four years are administrative cases not covered by this study (R. Osmeña, personal communication, January 10, 2023). It is noted that no data pinpointed grievances on the provided data.

Grievance Procedures

Part of organizational management is the provision of laid-out procedures, and it explains fundamental guidelines that replicate a specific business process to provide a seamless flow and clearly defined roles for all stakeholders. A clearly defined standard operating procedure (SOP) is crucial to organizational development. Understanding the grievance-handling procedure provides equality and justice to administrators, instructional leaders, and teachers regardless of differences. With procedures, teachers can follow step-by-step processes without neglecting hierarchal channels concerning due process.

Vajpayee et al. (2023) argued that conflict in the organization can be damaging and impede work with an undesirable inclination that will resonate into interpersonal criticism. However, they also noted that conflict resolution can be dealt with constructively.

On the other hand, Balamurugan and Shenbagapandian (2016) noted the significance and advantages of laid-out grievance-handling

procedures. They also underscored that if employees can voice their concerns and emotions, their grievances are resolved promptly. This situation boosts employee morale. Grievance procedures identify the root causes of employee complaints and serve as a platform to learn about and address employee issues of discontentment.

From the Department of Education's perspective, the DepEd Order no. 35, s. 2004, or the grievance machinery laid out guidelines in a hierarchal manner. This includes the following procedure:

Discussion with the immediate supervisor (School Level)- the DepEd Order no. 35 s, 2004 stipulates that the aggrieved party or the complainant may present their grievance orally or in writing. The immediate supervisor shall notify the complainant of their decision within three (3) days from when the complainant filed the report. However, if the subject of the complaint is the immediate supervisor, the complainant may escalate the complaint to the next higher supervisor.

Appeal to the higher supervisor (Division Level)- If the aggrieved party is not satisfied with the judgment, they may submit the grievance in writing to the next higher supervisor within five (5) days.

Appeal to the Grievance Committee (Regional Level)- On this aspect, the aggrieved party may escalate the decision of the next higher supervisor to the grievance committee within five (5) days. The grievance committee may now investigate and conduct a hearing within

ten (10) days of receiving the grievance and shall render the decision within five (5) days.

Appeal to the Office of the Secretary - if the aggrieved party is still not satisfied and finds the decision unfavorable to their part from the Regional Grievance Committee end, the complainant may escalate their grievance to the office of Under-Secretary for Legal Affairs within five (5) days. The Office of the Undersecretary shall then respond and decide within ten (10) days to render a decision. They provided that the aggrieved party had not been satisfied with the decision. They shall then directly bring the grievance to the Civil Service Commission.

Appeal to the Civil Service Commission Regional Office- if the aggrieved party is not satisfied with the action taken by the Office of the Secretary for Legal Affairs, they may appeal and escalate grievances to the Civil Service Regional Office. The office shall decide within fifteen (15) days of receiving the report. "The Civil Service Commission Regional Office shall rule on the appeal following the existing civil service law, rules, and regulations" as specified in the DepEd Order 35, s. 2004.

Compliance with the procedure is vital to conflict resolution. Failure to follow procedural provisions of the Grievance Machinery will result in the return of complaints to their appropriate stage for proper channeling or authority for further hearing. Each report will be directed

to the proper authority without skipping documentation and adhering to the principle of resolving conflict to the lowest possible level.

Blount 2012 (cited in Delos Reyes, 2017) stated that a person should be skilled in all three functional areas to be a successful leader in any capacity in today's workplace. These areas of expertise are required: coaching, which involves shaping and developing people; managing, which involves shaping work, projects, and results; leading, which involves molding the workplace by emotionally motivating others to make that vision a practical reality; and so on.

A grievance-handling technique is a methodical process that is the most effective way to bring workers' discontent on various levels to light. Without such mechanisms, grievances tend to build up until they explode at some point in the future. If management cannot persuade people to voice their complaints, the role of firm negotiating representatives will be assumed by labor unions (Saluja & Kaur, 2014).

On the contrary, Gomathi (2014) reasoned that employees preferred to resolve grievances faster than following specific protocols.

Lastly, Saluja and Kaur argued that grievance procedures should be simple and understandable to employees. They noted that promptness is vital to resolving grievances (Sourdin & Burstyner, 2016).

Grievance Committee Jurisdiction

The resolution of complaints at the lowest level within the department is one of the critical responsibilities of the Grievance Machinery. In addition, it offers a hierarchical structure for filing complaints, which differs based on the disputant's status inside the agreement or settlement. The grievance committee will now issue a Certificate of Final Action on the Grievance (CFAG) if the parties involved in the dispute have agreed with one another about their terms and conditions.

Jurisdiction is "the power or right to exert authority; the bounds or area within which authority may be exercised" (Merriam-Webster, n.d.). The hierarchical composition of the grievance committee aims to provide a specific level of coverage to which committee members may be authorized to settle disputes.

Figure 2: Grievance Machinery Composition According to the Juridical Organization (DepEd Order 35, s. 2004)
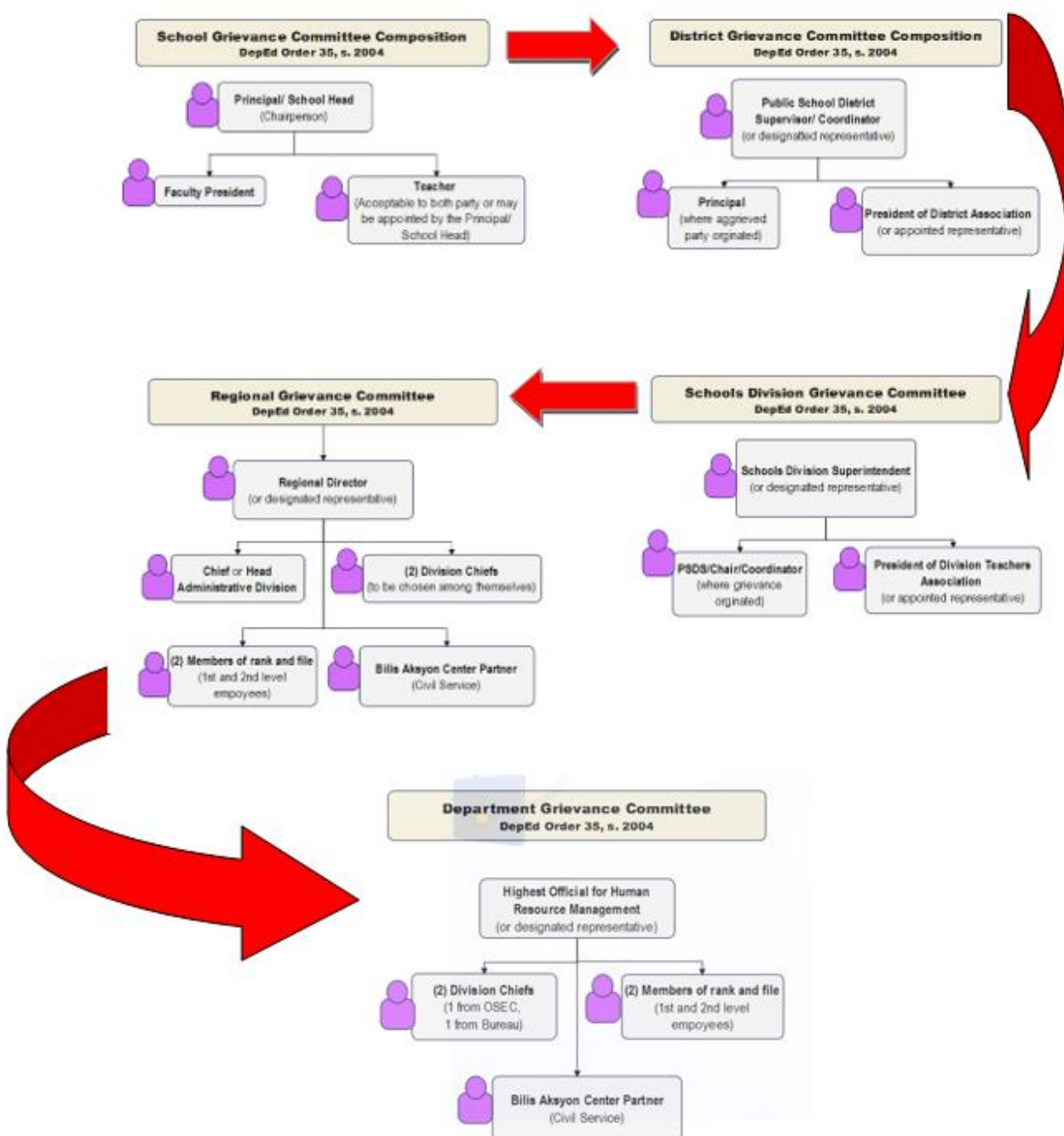
On the other hand, if neither party walks away from the hearing content with the decision, they can take their concerns to the subsequent level. As provided in the DepEd Order no. 35, s. 2004 Section VII. Grievance Committee Para. 1 (a) states that:

"*the school grievance shall have original jurisdictions over grievances of teachers and non-teaching personnel in the school that were not orally resolved.*"

Further, the School-based Grievance Committee shall be composed of a 1. Principal; 2. President of the Faculty Club; and 3. a teacher acceptable to both the aggrieved party or the object of the grievance to be appointed by the Principal or Head Teacher.

Furthermore, the district grievance committee shall be composed of a district supervisor or coordinator or his/her designated representative, a school principal where the grievance or complaint originated.

On the other hand, the school division grievance committee shall be composed of a school division superintendent or his/her designated representative, a district supervisor/ chairperson/ coordinator of the district to which the grievance or complaint originated, and the President of the Schools Division Teachers Association or his/her representative.

The composition of the Regional Grievance Committee includes a Regional Director or their appointed representative, a Chief or Head of the Administrative Division, two Division heads selected from within

their ranks, and two members from the first and second-level personnel. If there are any employee unions or groups that are accredited or recognized, they will be responsible for appointing representatives. The two delegates from the rank and file will hold office for two years. And a Bilis Action Partner representative from the Civil Service Commission.

Finally, the Department Grievance Committee's composition includes the highest official responsible for human resource management, two division chiefs, one from the Office of the Secretary, and one from the Bureau. Two members of the rank and file who will serve for two years and designated Bilis Aksyon Partner from the Civil Service Commission.

Further, every committee will be empowered and have a sense of authority to resolve grievances, disputes, and conflicts at the lowest possible level within their respective jurisdiction. However, for the committee to achieve a substantial and explicit resolution for both parties, effective and efficient processes and procedures should be laid out to enlighten faculty members. This includes proper training and capacity building for all concerned committee members and employees to enhance their knowledge and awareness of their roles. Delos Reyes (2017) proposes using an information communication system in the grievance machinery procedure, which will aid the grievance committee in fast-tracking reported complaints within the system.

Grievance Committee Responsibilities

Consultative aspects in planning for the school stakeholders will provide an avenue to observe different lenses of the subject matter before implementing school programs, projects, and activities (PPA). By these means, stakeholders may become part of the decision-making process by which they may find themselves acknowledged. Grievance Management is crucial to school administration. How concerns are addressed is called grievance management (Gomathi, 2014). It is practical for the principal to identify the root cause of the dispute to gain adequate information relative to the grievance reported to which Sanchez-Danday (2021) argued that the absence of record on the handled grievances hurdled the decision-making process by referring to precedent cases (p. 227). Processes may make the project more responsive to customers and provide a satisfying experience. The DepEd Order no. 35, s. 2004 has offered salient provisions and hierarchal procedures concerning grievance machinery at school, district, division, and regional levels up to the Secretary of the Department of Education, ensuring the committee's juridical dispositions to resolve grievances, disputes, and conflicts at the lowest possible level.

Moreover, the Department of Education has provided mechanisms to address work-related grievances of teachers. DepEd Order no.35 s. 2004, also known as the Grievance Machinery, offered an avenue to

report and discuss conflict/disputes within the faculty or workplace. This promises equal opportunities for teachers' grievances to be heard and resolved to the lowest possible level. An administration must have mechanisms or ways to rectify and appropriately resolve grievances.

Sanchez-Danday's (2022) analysis claimed that grievance inadequate implementation (p. 277). She said that although committees are aware of the legislation, they do not impose reprimands that influence the discussion of grievance machinery and question workers' belief in the grievance system. According to her discussion on "Redressing Teacher Grievances in Higher Education Institutions: A Case Study of Teacher-Complainants," complaints are not documented, which might be utilized to enhance institutions' grievance processes and referred to when similar incidents occur. This data might also be utilized to develop specific mitigation strategies to prevent a recurrence. The technical expertise of grievance administrators significantly influences the ability to debate and consider matters with disputants.

School-based implementation of grievance machinery has a significant impact in serving justice to employees' discontent and dissatisfaction. (DepEd Order no. 35, s. 2004, Grievance Committee section, para. a-e) states the primary responsibility to ensure finding the best way to address specific grievances:

"*a. Establish its procedure and strategies. Membership in the grievance committee shall be considered part of the member's*

*regular duties; **b.** develop and implement proactive measures or activities to prevent grievances, such as an employee assembly, which shall be conducted at least once every quarter, "talakayan," counseling, and other HRD interventions. Minutes of the proceedings of these activities shall be documented for audit purposes; **c.** conduct continuing information drive on the Grievance Machinery among the officials and employees; **d.** conduct a dialogue between and among the parties involved; **e.,** direct the grievance documentation including the preparation and signing of written agreements reached by the parties involved".*

The Grievance Committee's non-implementation of the above provisions will affect the disputants' perception of justice served. The committee members need to realize their roles and work descriptions to understand the technical know-how of their functions in discharging their duties. Versatility on the part of the committee members is crucial in this aspect. Impartial judgment and objectivity in their perspective shall always be at hand to avoid biases.

Consequently, it is essential to acknowledge that resentments naturally emerge and exist in the organization, as Imperial & Madrigal (2021) noted. Accordingly, conflict arises from differences in people's perspectives, attitudes, and feelings, often bringing beauty and power to the organization (p.32). By doing so, administrators can anticipate its emergence's prevalence and layout contingencies.

In the constructive context, grievances may positively impact school administration if given ample attention. Strategic intervention may be employed by thoroughly examining the grievance or conflict's root causes and careful analysis. Hearing teachers' complaints may rectify the gap in the policies and procedures essential for promoting an improved workplace, and an organized climate tends to gain more satisfied and collaborative teachers (Dorado & Llona, 2019).

This study highlights discrepancies in the data collection that could serve as a baseline for formulating and implementing policies that the grievance mechanism could not materialize due to its reporting mechanisms. Per DepEd order np. 35, s. 2004, grievances can be reported orally or in writing. These provisions neglect to record grievances, disregarding that they could reoccur at some other time.

Dissatisfaction and Discontentment

Obikwe and Eke (2019) argued that effective grievance management positively impacts organizational performance. They also emphasized the importance of effective grievance management to improve employee performance. Effective grievance management establishes a harmonious relationship (Mejia & Arpon, 2021) in the workspace and promotes job satisfaction (Gomathi, 2014), boosting employee devotion and dedication.

In the reciprocity of this matter (Obikwe & Eke,2019, p.1):

"...lack of, or poor employee grievance management in organizations gives rise to negative organizational outcomes such as reduced productivity, absenteeism problem, disobeying orders, indiscipline behavior, and reduced work quality of work...."

From the perspective of public school, workplace routine could also turn into dissatisfaction and discontentment due to unavoidable (Obuobisa-Darko, 2014) circumstances brought by conflict; as affirmed by Amie-Ogan and Nma (2021), conflict always exists, disputes are part of life, and it is inevitable to human interaction (Obuobisa-Darko, 2014; ILGAN, 2020; Gumiran, 2021).

In grievance management, the workplace will become hostile if there is no structured process and procedure to ensure that the aggrieved party has an equal opportunity to be heard by the committee. People work in harmony if they perceive the freedom to speak and file complaints about their inconvenience, dissatisfaction, and discontentment (Vajpayee et al., 2023).

According to Mehrad (2015), conflict management styles significantly affect staff job satisfaction, which is one of the considerations in organizational management. He added that managers should consider appropriate management styles in dealing with people in the organization, and lack of consideration of the employees' needs leads to aberrant workplace behavior. He emphasized that proper

handling and management style are necessary for organizational development. Furthermore, he also mentioned that managers should be able to manage staff affairs because a lack of understanding of handling interpersonal relationships could lead to conflict. Tuazon and Padierno (2016) affirmed that the presence of satisfied teachers has a favorable influence on developing a collaborative relationship with school administrators that benefits both parties. Thus, Mejia and Arpon (2021) argued that teachers' efficiency and job satisfaction have a significant relationship with the conflict management style of administrators.

Grievance Resolution through Mediation and Arbitration

In the Philippines, the Civil Service Commission issued Memorandum Circular No. 2, s. 2001, signed by De Leon, to provide guidelines for resolving grievances expeditiously at the lowest possible level. This memorandum aimed to seek harmony and foster productivity in the workplace. The DepEd later adopted this through the DepEd Order 35, s. 2004, also known as the grievance machinery. The memorandum consists of guidelines, duties, and responsibilities that the committee member is directed to execute according to a specified timeframe and includes the right of the aggrieved party to report perceived discontentment and dissatisfaction.

According to Shanka and Thou's (2017) study, institutional and leadership were the primary sources of conflict. They emphasized that administrators must evaluate the source of conflict and have mechanisms for employees' grievances to be laid out in the proper platform. They also added that administrators should improve and enhance conflict management and resolution competencies. Leaders should "be open to change, involve, and provide staff with growth opportunities." Thus, this affirms Mejia & Arpon's (2021) recommendations that administrators should keep themselves upskilled and abreast with the latest trends in conflict management and engage in continuing professional development (Tancinco, 2016; ILGAN, 2020; Mangulabnan et al., 2021).

Merriam-Webster (n.d.) defined professionals as "engaged in one of the learned professions, characterized by or conforming to the technical or ethical standards, exhibiting a courteous, conscientious, and businesslike manner in the workplace." Since Professional Teachers have a code of ethics to adhere to, they could still be involved in misunderstandings and disputes within the group. Grievances take place whenever there is a dissatisfied and discontented party. In this point of view, Shanka and Thou (2017) recommended having administrators employ and apply appropriate conflict management strategies to the situation. Every conflict is different in nature and gravity; thus, suitable interventions must be administered simultaneously. Therefore, there is

a need for administrators, instructional leaders, and teachers to upskill themselves in conflict management by employing a training program.

Decision-making

In this aspect, school administrators and instructional leaders must know and understand the educational laws they are bound to obey. Technicalities in the interpretation and execution of provisions are crucial in implementing laws and prevailing memorandums, most especially in the grievance machinery. Therefore, administrators and instructional leaders shall be equipped and skilled in processing grievances and conflicts within their jurisdictions to implement these laws.

Per DepEd Order 35, s. 2004, the decision of the grievance committee shall:

"render its decision in fifteen (15) days from the receipt of the grievance in writing and the decision of the next higher supervisor as appealed by the aggrieved party. Within the fifteen (15) working day period, the committee may conduct an investigation and hearing ten (10) days from the receipt of the grievance and render a decision within five (5) working days after the investigation. The decision shall be in writing and contain all relevant facts and circumstances as well as the law or rule that was applied, if any."

Consequently, Imperial and Madrigal (2021) highlighted that filing a case in court is not always the most effective way to resolve disputes. This is because court proceedings may take years, with huge costs involved in hiring lawyers and taking time off work. In addition, the outcome of a civil trial may not be satisfactory for either party, as it depends heavily on legal technicalities and interpretations. As an alternative to litigation, they suggest that parties should look into alternative dispute resolution mechanisms such as arbitration or negotiation. These methods are faster and more cost-effective than filing court cases, allowing parties to reach mutually agreeable outcomes.

Figure 3. DepEd Order no. 35, s. 2004 or the Grievance Machinery and the Decision-Making Process by Mediation
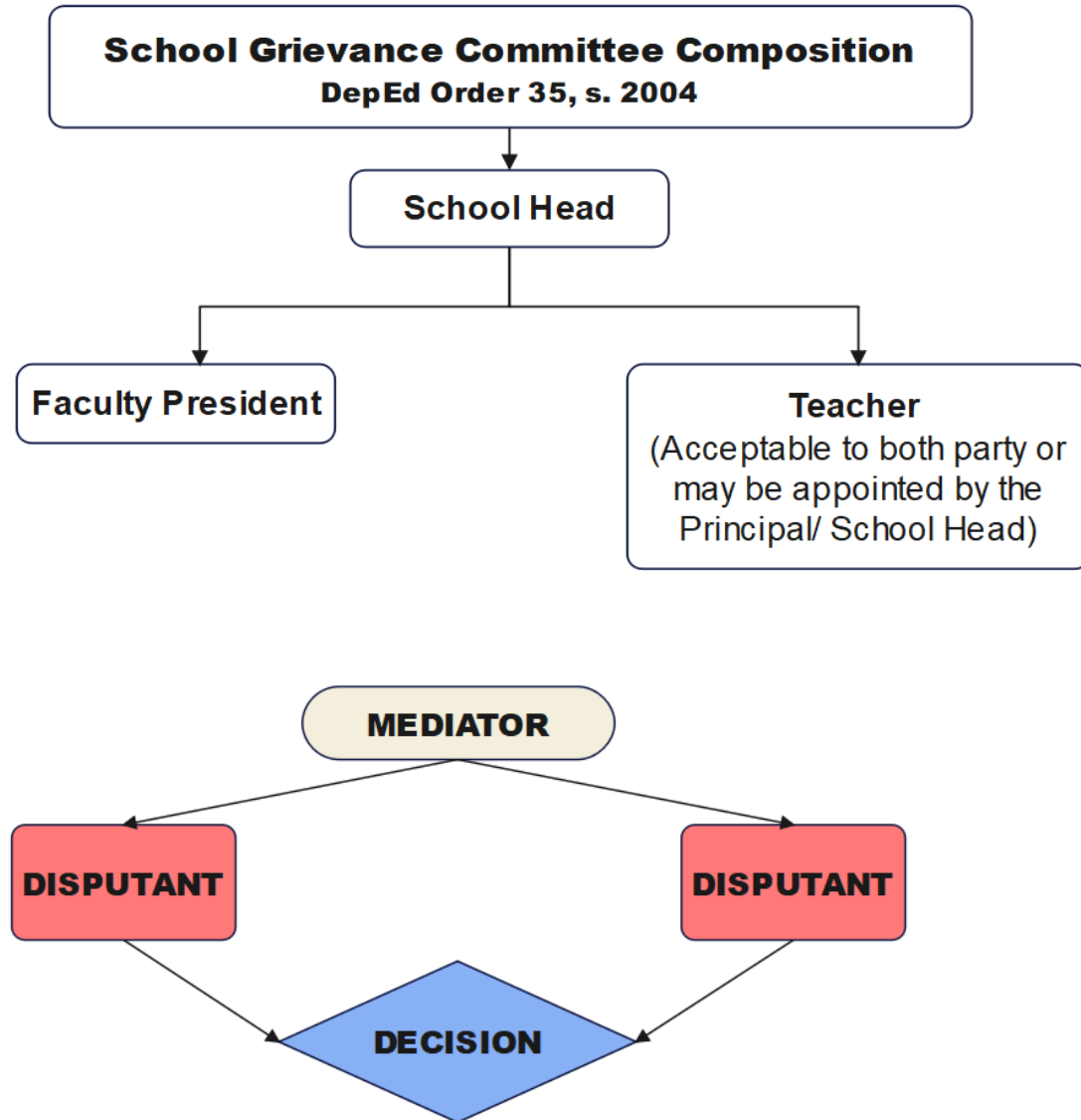
Illustration of Mediation according to Esperance (n.d) based on DepEd Order 35, s. 2004

Figure 3 describes the DepEd Order no. 35, s. 2004, also known as the Grievance Machinery School-based Grievance Committee, to which the Grievance Committee acts or mediates conflicting parties to arrive at agreed terms and conditions resolving their grievances at once.

Mediation

Mediation is defined by DepEd Order no. 15, s. 2012, also known as the DepEd Policy Framework for the Implementation of the Alternative Dispute Resolution (ADR) System Mediation as:

> *"the process that facilitates communication and negotiation that assists the disputants towards reaching a voluntary and mutually acceptable settlement."* (p. 2)

The Grievance Machinery utilizes the above provision in consonance with its primary purpose of resolving conflict at the lowest possible level. Disputants in this situation underwent conferences and must be participated in by both parties. These conferences are mandatory, and conflicting parties are obligated to attend. A mediator facilitates the proceedings. The mediator ensures that both parties arrive at a mutually acceptable win-win solution. In this regard, the Grievance Committee members' primary responsibility is to facilitate a resolution of the issue between the parties following their mutually accepted terms and circumstances. In addition, this procedure is limited to an interagency conflict only.

Figure 4. DepEd Order no. 35, s. 2004 or the Grievance Machinery, and theDecision-Making Process by Arbitration

School Grievance Committee Composition
DepEd Order 35, s. 2004

School Head

Faculty President

Teacher
(Acceptable to both party or may be appointed by the Principal/ School Head)

COMPLAINANT

RESPONDENT

ARBITRATOR

DECISION
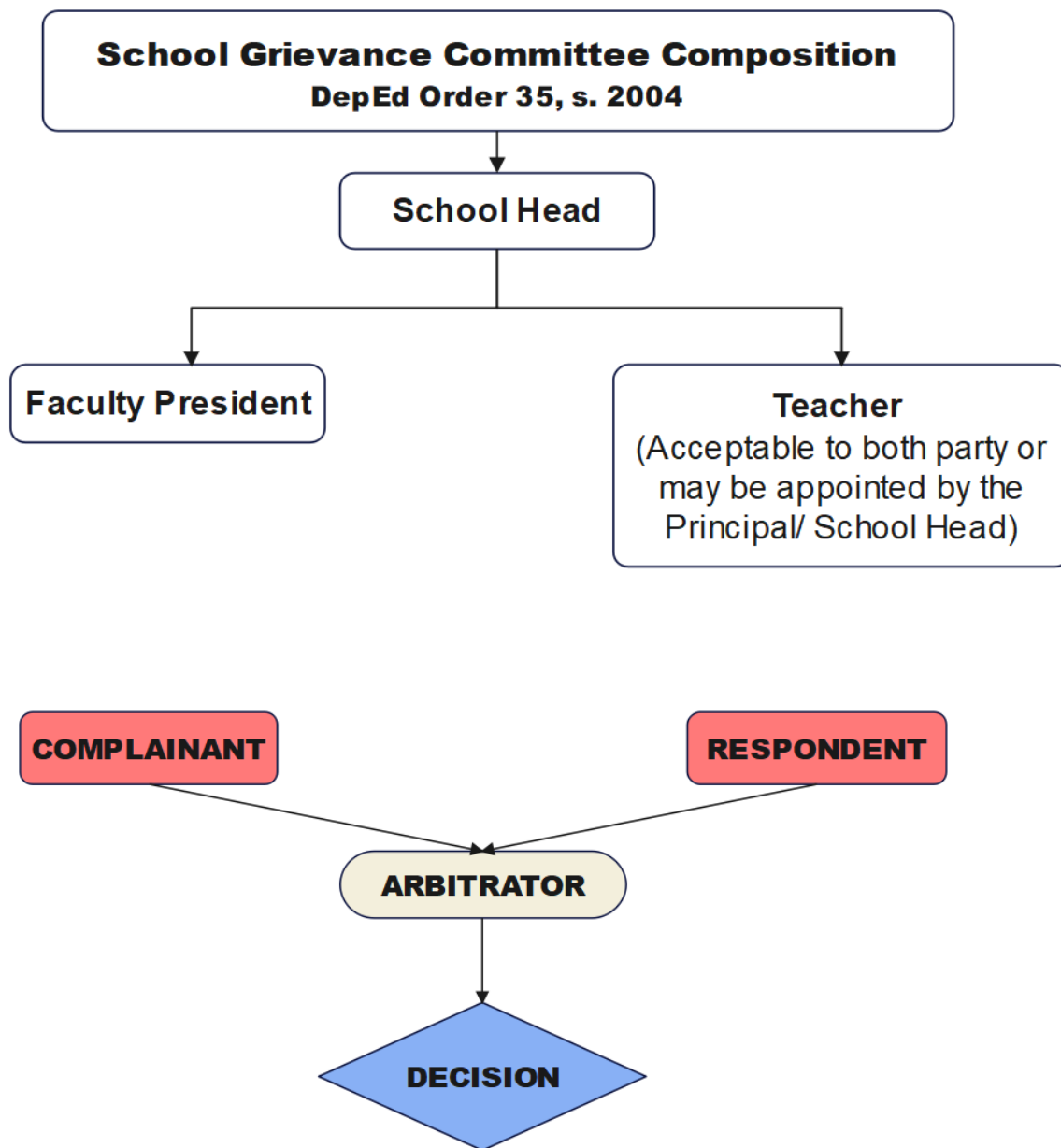
Illustration of Arbitration according to Esperance (n.d) based on DepEd Order 35, s. 2004

Figure 4 describes the DepEd Order no. 35, s. 2004, also known as the Grievance Machinery School-based Grievance Committee, to which the Grievance Committee may act as an arbitrator for the complainant and respondent or may request an arbitrator outside the organization to provide resolution or decision to the conflicting party's issues and concerns.

Arbitration

If the grievance committee mediation efforts fail to resolve disputants' grievances, arbitration will be the last resort to resolve grievances and conflict at the lowest possible level. Disputants have their perspectives on the matter argued upon, causing the need for a third party to facilitate the proceedings. This person will objectively review the evidence before recommending a resolution.

One of the considerations in the arbitration process is that arbiters should be appointed by both parties DepEd Order 35, 2004 (as cited in Esperanza, n.d.). In this process, the disputants allow an arbitrator or a third party to intervene and decide based on the evidence presented. These arbiters should have proper training and technical knowledge in arbitration. Moreover, cases that need arbitration are administrative and can be filed by an employee or a private citizen.

Policy Awareness on Grievance Machinery

Legal consciousness of fundamental rights is essential to instill harmony among these professionals in the academe (Sanchez-Danday,

2022). Though installed laws and DepEd provisions exist, they do not ensure a conflict-free environment. The administrators' and instructional leaders' initiative to provide a holistic conflict management training program enables teachers to trust the DepEd administrative justice system. Since trust is established, teachers prosper in their respective fields of teaching and learning.

The administrators' understanding of their roles in the jurisdiction of the grievance committees is essential to successfully executing the current policies. Likewise, the study by Delos Reyes (2017) revealed that educational attainment has a significant relationship with grievance committees' jurisdiction. Teachers must be knowledgeable about the extent to which grievances are filed. She added that the discussion with peers, professors, and colleagues could bring the reason for teachers' awareness of the grievance committees' composition.

THE ADMINISTRATIVE FUNCTIONS

The administration is the act or process of discharging leadership and management functions. Organizational development tends to rely on the execution and process management of a company or institution.

Administrative responsibilities are essential for efficient organization management and smooth operations. Based on social systems theory, these roles comprise many management elements vital to accomplishing organizational objectives. Thus, clearly

defined roles and expectations are needed for them to follow organizational goals because administration is affected by a hierarchy of relationships (Getzels & Guba, 1957). With these, administrators should advance and equip themselves to adapt to their workplace's social and behavioral nature.

Limited resources and divergent views of subordinates catalyze conflict. Although there are rules to bind these differences, the risks of having conflict in the workplace are unimaginable due to its inevitability.

According to Frederick Taylor, a writer and publisher of *The Principles of Scientific Management* in 1911, losses in the United States were brought about by insufficient daily acts by people. He added that these inefficiencies could be addressed by scientific management. Scientific management illustrates that a company's and employer's prosperity is achievable if employees' needs and welfare are considered accordingly.

Taylor's 1911 (cited in Mustafa et al., 2020) study stated that several identified weaknesses in management needed to be improved, including:

"Lack of knowledge of management responsibilities, lack of effective standard work, failure to plan work scopes, unscientific management decisions and lack of job-related research balance." (p. 128)

Consequently, Henry Fayol's contribution to management impacted institutions' rise and progress by backing down complex management processes into separate interdependent roles. In this perspective, tasks are decentralized for people to work on their specific and specialized functions. Effective delegation of people and efficient utilization of administration functions change the institutional landscape.

Furthermore, Fayol 1949 (cited in Mustafa et al., 2020) laid out fourteen (14) management principles that modern-day businesses adopt to increase a company's productivity. However, this study only focus on four (4) aspects of administrative functions: Planning, Organizing, Directing, and Evaluating.

Planning is the act or process of making or carrying out plans, specifically establishing goals, policies, and procedures for a social or economic unit as defined by Merriam-Webster (n.d.). This is also called the blueprint of the overview of project management. The primary responsibility of the administrators is planning. If project planning is done well, the project may run itself Kerzner (2017), and project managers can focus on other matters. Preparing contingency plans is vital to any activity, program, or project. It is the response intended to assist companies in preparing for and mitigating any possible risks to guarantee the continuation of their operations if unanticipated situations occur (Daft, 2014). Contingency plans must encompass every

possible event and issue that might occur throughout the project's lifespan. A good contingency plan should anticipate as many risks as possible and provide solutions. This ensures project continuity in the face of unanticipated issues.

Organizing refers to the formation of successful behavioral interactions among people so they can work effectively and enjoy accomplishing chosen jobs under certain environmental circumstances to achieve goals and objectives, says Bolivar (2000). Similarly, this study defines organizing as the act or process of structural organization and processes. This also focuses on setting staff or strategic allocation of human, financial, and action plans with embedded feasible goals and objectives before actual implementation. In addition, organizing deals with delegating power and authority to managers, who can decentralize the tasks and functions to the organization's middle managers without affecting the chain of command (Griffin, 2012).

Directing is the relationship in which one person convinces others to work together freely on similar activities to achieve the objectives desired by the leader or group (Bolivar, 2000). This study defined directing as task delegation (including group, unit, or individual duties), hands-on provision of technical assistance, and leading upfront toward the organization's set mission and vision. The ability to lead others is very significant, and it calls for a diverse set of personal characteristics. It is the capacity to successfully manage groups of people while also

having the ability to influence and inspire those around him. Being able to effectively communicate a vision and provide guidance to guarantee that it is carried out correctly is a quality of leadership that should be included. For this kind of leadership, one needs strong interpersonal skills like listening, understanding, and inspiring others. To succeed, one must also be able to set goals and monitor their progress toward achieving them. Any successful team or organization needs strong leadership, and all leaders need to be able to manage the people they are responsible for effectively and efficiently.

Evaluating optimizes organizational production via performance assessment. The management function evaluates training and development programs and their results Bolivar (2000). This also refers to the process of assessment based on the laid-out objective and goals. In this study, evaluating refers to the administrator's capacity to assess the unit, group, or individual performance according to specific standards.

In this study, planning, organizing, directing, and evaluating administrative functions were used to determine how the administrators use their conflict resolution strategies if problems arise during their assumption or discharge of duties. School leaders were expected to utilize conflict resolution strategies objectively. Thus, as immediate supervising representatives of the DepEd, proper implementation of policies must be carried out accordingly.

CONFLICT MANAGEMENT TRAINING PROGRAM

Capacity-building initiatives are an essential component of organizational development efforts. When implemented correctly, they can help organizations identify and build upon their strengths and weaknesses, enabling them to become more successful and competitive. Training programs can be used to build capacity in areas such as leadership, teamwork, customer service, communication skills, and problem-solving strategies. Such initiatives can ensure that the employees are well-equipped with the necessary skills to improve their respective roles and the organization's growth. Thus, Delos Reyes (2017) noted that regardless of position, administrators and teachers should play a part in the solution to uplift and enhance awareness of grievance policies.

According to Tancinco (2016), teachers and administrators should maximize the development of their management skills to improve and empower them in managing conflicts. His study found a significant relationship between the respondents' management skills and the degree of teamwork.

Cadiz et al. (2016) affirmed that a conflict management program is necessary in the teaching organization. This helps reduce and lessen conflicts.

Furthermore, administrators should craft, provide, and capacity-building (Adarayan-Morallos, 2018), seminars, training, and workshops

related to conflict management (Tancinco, 2016; ILGAN, 2020; Mejia & Arpon, 2021; Wanaina et al., 2020; Mangulabnan et al., 2021). Conflict resolution is an essential part of workplace management. One of the critical administrative functions of school leaders is to ensure that the resolution strategies developed are viable and responsive to the needs of the employees. This program should be tailored to meet the needs of each organization while providing meaningful solutions for resolving disputes on time. By providing effective conflict management training programs, administrators can ensure their teams have the right skills and resources to handle any situation.

Thus, Sanchez-Danday (2022) recommended that establishing a law program in education, particularly for teachers, administrators, and grievance machinery members, will help improve the management of organizational conflicts.

Teachers and administrators are in a unique position when it comes to managing conflict in the school. As a result, they need to be equipped with the skills and knowledge needed to handle such situations successfully. This research aims to develop a viable conflict management training program that teachers and administrators can use to help them navigate through potentially tense scenarios in the classroom. The program focuses on providing strategies and techniques that they can utilize to manage conflicts effectively.

Synthesis and Gaps

Conflict is inevitable (Amie-Ogan & Nma, 2021; Mejia & Arpon, 2021), and it always exists (Amie-Ogan & Nma, 2021); thus, it is inevitable in human interaction (ILGAN, 2020; Gumiran, 2021) and does exist in school (Obuobisa-Darko, 2014). These are contributed by people diverging ideas that lead to discontent and dissatisfaction, which act as a driving force for unresolved grievances to prevail in the workplace.

Administrators' and Teachers' understanding of the appropriate use of conflict resolution strategies may positively impact organizational development. However, Wanaina et al. (2020) argued that no clear-cut policy exists to resolve conflict. Thus, policy alone cannot eradicate these conflicts (Tancinco, 2016). Sourdin and Burstyner (2016) noted that time is precious to resolve conflict. This is why administrators and teachers should be aware of the prevailing grievance management system for them to discuss resolutions.

There appears to be an empirical gap: a lack of rigorous research in the prior literature. It can be noted that prior research mentioned in the related literature and studies focuses mainly on the context of conflict management and conflict resolution and its positive and negative impact in the workplace. In addition, conflict resolution and grievance management were studied in separate contexts. Furthermore, there was no further study in the researcher's locale, and no records were found in the online journals linking the relation of conflict

resolution and grievance management to propose an output focusing on the Conflict Management Training Program.

Similarly, the researcher noted the population gap for not including the respondents' demographic experiences, considering that the demographic profile of respondents is vital in conducting research. Part of it was the non-congruence of the population respondents between male and female respondents. Though it may be noticed that there are more females than male counterparts, it can still be noted that males are dominant in the decision-making process.

Most likely, perceptions among the disputants' points of view were not comparatively measured as reflected in other research and journals used in the review of related studies and literature. The behavior of the respondents was not assessed comparatively, leaving the research direction to fall into the same outcome. Examining professionals' behavior to tailor a program is a must on how conflict can be resolved through a training program, so this study aimed to compare the behavior of teachers against administrators vis-à-vis to address the practical knowledge gap (Miles, 2017).

In the context of the Philippine educational settings, only a few related literature and studies were noted by the researcher recorded to have focused on conflict resolution and grievance machinery and other legal concepts encapsulating educational settings, especially at the high school level published in online journals like the Google Scholar and

other online platforms. Sanchez-Danday (2022) highlighted that few studies exist on teacher protection initiatives, specifically in educational institutions, to boost teacher's legal consciousness. Similarly, Sourdin & Burstyner (2016) noted limited research on the disputant's perspective on conflict resolution but not on the disputants themselves. The researcher's locale has no record that can be used for further analysis (R. Osmeña, personal communication, January 10, 2023).

Moreover, this study proposed a Conflict Management Training Program based on the data gathered and the findings of this study.

Theoretical Framework

This study was driven by the perspectives and arguments of prominent theorists in management organizations that influence the administration of educational institutions.

The Social Systems theory of Getzels and Guba (1957) implied that institutions are affected by the hierarchy of relationships. These relationships are associated with the roles and expectations established in an organization and individuals with distinctive abilities and need dispositions that comprise a social behavior. This social behavior comprises two dimensions that social systems revolved around in this study; nomothetic dimensions involve institutions, roles, and expectations that an individual expects to adhere to. On the other hand, the idiographic dimension focuses on the individual, personality, and need-disposition, amplifying individual differences (Getzels & Guba 1957, as cited in Bozkus 2014). These dimensions act as a catalyst for conflict to arise in an administration with unclear and undefined systems for people to follow.

Institutionalized administrations are expected to govern, educate, and police their employees exquisitely characterized by becoming purposive, an institution with a specific objective to meet, peopled-institutions require human agents to perform tasks, structural-institutions carry out the specific purpose and require organization, normative- roles become norms that are expected for the actors to

carry out, and sanctioned bearing- since norms are prevalent the adherence to it is a must and institutional impositions of sanctions shall be warranted.

Similarly, the conflict theory, which Karl Marx argued, stated that "society is in a state of constant conflict because of competition for limited resources" (Obuobisa-Darko, 2014). Tensions and conflicts arise when there is an uneven distribution of resources, status, and power among groups in society, and these factors become the machines of social change (Crossman 2018, as cited in Mejia & Arpon 2021). This radical idea is based on people of the 20th century who rely on available resources and the scarcity-built competition that urged conflict among these individuals. In this context, social conflict theory revolves around the idea by which individuals or groups within the society interact based on conflict rather than consensus. People who control the hem of society utilize power and domination to exploit people using their authority or control to attain superiority. Competition among these people is prevalent, causing opposing views and refusal to adhere to the conditions, resulting in conflict. The power of domination is always prevalent, to which reconciliation is dictated rather than voted to arrive at a consensus.

In other words, conflict is induced by different perspectives and perceptions about the matter discussed and its benefits. Its presence is inevitable and unpredictable.

In addition, this study is founded on Socrates' social contract theory. This theory suggested that social order prevails according to the agreed and established moral and political rules, coinciding with the terms and conditions to justify objective reasoning. Laws and ordinances are contracts that bind and control peoples' behavior and moral conduct. This social contract reiterates that peace and safety are achievable without divine intervention. In this setting, even the Department of Education, with a bureaucratic organization and existing rules and regulations, professional teachers and school administrators still commit mistakes. They argue with one another due to individual differences.

Also, this study was supported by Moral Theory by Immanuel Kant. Professionals act in conformity with the existing ethical standards, rules, and regulations prescribed by the Professional Regulation Commission (PRC) and Department of Education (DepEd) or any educational institutions to which a teacher practices teaching. According to Kant' Theory, morality is motivated by the norm of good intentions or goodwill and not merely by compliance. A teacher who performs according to the community's expectations is bound according to this principle. The community highly respects teachers because they picture role models to the young. Per Professional Regulation Commission Board Resolution no. 435, s. 1998, otherwise known as the Code of Ethics for Professional Teachers, emphasized that:

"Teachers are duly licensed professionals who possess dignity and a reputation with high moral values as well as technical and professional competence. In the practice of their noble profession, they strictly adhere to, observe, and practice this set of ethical and moral principles, standards, and values…." (p. 1)

In this perspective, teachers are drawn to and expected to perform in the community with a profound degree of professionalism and moral values.

Conflict is innate and prevalent in the community; it is paramount to consider plotting programs for conflict management. This emphasizes the need to include a training program for conflict management for teachers to mitigate clashes among these diverse individuals.

Administrators have the ultimate responsibility to their school periphery. Their supervisory and administrative functions make them powerful in each institution, but this does not always make them perfect managers. It is observed that politics, prejudice, and biases arise from the administrator's perspective of better governance. Thus, complaints and disputes within the rank-and-file could be directly affected by their manner of response in each state. This makes all persons, despite their positions, possess vulnerability.

Research Framework

| 1. Respondents Demographic Profile
  • Sex
  • Age
  • Civil Status
  • Years in Service
  • Category of position
  • Highest Educational Attainment
  • Present Category as Administrator
  • Years of Administrative
    Experience

2. Grievance Machinery Awareness

3. Conflict Resolution Strategies

4. Administrative Functions
  • Planning
  • Organizing
  • Directing
  • Evaluating | A. Questionnaire
     GMQ
     CRSQ-1
     CRSQ-2
     CRSQ-3
     CRSMFQ
     • Content Validation
     • Pilot Test
     • Exploratory Factor Analysis

B. Questionnaire administration
   (Online/Offline)

C. Data Collection

D. Interpretation and Analysis | **CONFLICT MANAGEMENT TRAINING PROGRAM (CMTP)** |
| INPUT | PROCESS | OUTPUT |

Figure 5: Research Framework using the Input Process Output (I-P-O) model of Mcgrath (1964) to determine the Conflict Resolution and Grievance Management System of the Schools Division of Las Pinas as the basis of the Development of viable Conflict Management Training Program

Figure 5 describes the overall composition and procedures of this study. This study utilized the input process output (I-P-O) model of Mcgrath (1964). Specifically, this model is beneficial in enhancing the efficiency of team operations between the members of the team and the external environment, including communication and conflict, as stated by Wang (2018). This study's results and findings, including the proposed social systems theory, conflict theory, social contract theory, and moral theory, were also utilized to develop a viable conflict management training program as an intervention constitution.

According to Wang (2018), McGrath 1964 used the conceptual framework of the I-P-O model to investigate the aspects that have an impact on how the team interacts with one another. McGrath observed that many aspects of the input process, such as individual elements and environmental factors, immediately impact the team interaction process, which in turn influences the team's performance via the team interaction process. He also brought up that while the interaction between team members in the I-P-O process affects the team's performance, the team's performance also affects the feedback that team interaction receives.

This study's general respondents' demographic profiles formed part of the analysis. Teacher respondents' awareness of grievance machinery (Grounds for Grievance, Grievance Procedure, Grievance Committee Jurisdiction, Grievance Committee Responsibilities), the

teachers and administrators commonly used conflict resolution in dealing with disputes and administrators predominant CRS when conflict arises in administrative functions such as planning, organizing, directing, and evaluating served as the input.

The process intervenes in interacting with the input variables, which affect the study's outcome. The total process depends on the quality of the survey tool, the response turnout, data collection, interpretation, and analysis, which depend on the viability of the output.

To construct a successful training program, one must understand social systems, conflict dynamics, social agreements, and morality. These ideas are interrelated and shape a sound climate. By studying these concepts, researchers may learn how social systems create and resolve disputes. Understanding the social contract helps this study grasp people's expectations, rights, and obligations toward one another and society. Moral philosophy organizes ethical analysis and decision-making. These theories are paramount in assessing people's diversified viewpoints and perceptions that impact social interaction involvement in the conflict (Getzels & Guba, 1957).

These interconnected parts enable faculty members to handle complex social dynamics, communicate well, cooperate, and settle conflicts constructively. Equipping people with pragmatic techniques based on these principles may help them bring positive change to schools. To promote effective social interactions, a training program

must comprehend the interrelationships between social systems, conflict resolution, the social contract, and moral philosophy.

By incorporating the IPO model in this study, variables were utilized for determining conflict resolution and grievance management systems in formulating a conflict management training program for the School Division Office of Las Piñas.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method and procedure used by the researcher in the study. This provides the research design and statistical treatment used in the study. Likewise, this identified the respondents and the sampling techniques employed. This includes data collection procedures, ethical considerations, and data analysis.

Research Design

This research utilized a descriptive-comparative research design. Per Cantrell (2011), this design describes differences between groups in the population without manipulating variables. It aims to describe demographic profiles, phenomena, and population characteristics by comparing the statistical results of this research. These features no alteration of an independent variable, no random task to groups, and an enclosure of a control or comparison group.

Operationally, this study explained the theories, models, and variables used as a basis for developing a Conflict Management Training Program. Thus, this research only focused on the underlying and prevalent conflict resolution and grievance management in the Schools Division Office of Las Piñas.

Research Locale

This study was conducted in the thirteen (13) Public Secondary Junior High Schools in the Schools Division of Las Piñas. This included CAA National High School, CAA National High School- Annex, Las Piñas National High School-Main (Junior), Las Piñas National High School-Gatchalian Annex, Las Piñas North National High School, Las Piñas City Science High School (Junior), Las Piñas East National High School-Almanza, Talon Village High School, Equitable Village High School, Las Piñas City Technical Vocational High School (Junior), Golden Acres National High School (Junior), Las Piñas City National Science High School-Doña Josefa Campus, and Lydia Aguilar National High School. These schools were chosen since they were the focus of the population needed in the study. Since administrators were rotating from school to school, this research prompted the coverage of all junior high schools to distribute the opportunities for respondents to participate equally in the data gathering.

Furthermore, the research locale has an uneven number of teachers per school. For this research to determine the conflict resolution and grievance management system, the population was carefully analyzed to generalize the data further. The sample size was gathered via strata.

Participants of the Study

The research included Master Teachers and administrators (Principals, Education Program Supervisors, Public Schools District Supervisors, and Head Teachers/ OIC designate).

Table 1

Population and Sample Size

Junior High School/Unit	Administrators (Total Enumeration)		Teachers	
	Principal/ Officer-in-Charge	Head Teacher/ OIC Designate	N	Sample size
CAA National High School	1	8	159	35
CAA National High School- Annex	1	8	106	21
Las Piñas National High School-Main (Junior)	1	8	225	45
Las Piñas National High School- Gatchalian Annex	1	8	45	9
Las Piñas North National High School	1	8	109	22
Las Piñas City Science High School (Junior)	1	8	48	9
Las Piñas East National High School	1	8	159	32
Talon Village High School	1	8	106	22
Equitable Village High School	1	8	64	13
Las Piñas City Technical Vocational High School (Junior)	1	8	70	13
Golden Acres National High School (Junior)	1	8	151	30
Las Piñas National High School-Almanza	1	8	123	24
Lydia Aguilar National High School	1	8	77	15
School Division Office				
Education Program Supervisor	8	N/A		
Public School District Supervisor	5			
Total	**26**	**104**	**1442**	**290**

*The population per school varies depending on the hiring status of the SDLP-Human Resources.

The sample size for the teacher-respondents was analyzed through the rule of 10. The tool was administered to 290 individuals through a simple random sampling in which the rule of 10 was applied based on the number of items in the questionnaire or the ratio principle of 1:10, which states that every item shall complement ten respondents at the overall total number of respondents (Hair et al., 2022).

On the other hand, the 130 administrators were selected based on the total enumeration, whom were composed of the Principals, Education Program Supervisors, Public School District Supervisors, and Head Teachers / OIC designates. The sample size was used to determine the conflict resolution and grievance management system of thirteen selected Public Junior High Schools of the Schools Division of Las Piñas.

However, as much as the researcher sought to get a 100% response, only 227 out of 290 teachers and 94 out of 130 administrators were able to respond to the survey due to the SDLP-issued memorandum that participation in this study was voluntary highlighting that respondents have the right to refuse to participate and discontinue accomplishing the questionnaire through the first indorsement SDOLP-SGOD-11-2022-I-716. On the other hand, Story & Trait (2019) argued that 40% of the response rate can be considered adequate.

Research Instrument

This research utilized a researcher-made questionnaire to gather the data needed for the analysis. These questionnaires separated content for teachers and administrators and had open-ended questions as part of the data collection. The research questionnaire was drafted and underwent intensive examination by the adviser and validation by five experts specializing in legal, administration and supervision, curriculum and instruction, education, and faculty relations.

A cover letter with ethical considerations indicating the purpose of the study informed consent and a confidentiality statement were provided in the questionnaire. **Part I** of the questionnaire provided respondents' general demographic profiles for teachers. **Part II, GMQ** ascertained teachers' awareness of the grievance machinery. **Part III, CRSQ-1**, ascertained whether teachers employed CRS on their administrators, while Part IV, CRSQ-3, ascertained whether the teachers employed CRS among co-teachers commonly used CRS used by the respondents in dealing with conflicts.

On the other hand, administrators' survey questionnaires had **Part I,** which provided the administrator's general demographic profile. **Part II, CRSMFQ** provided a situational conflict resolution arising from administrators' administrative functions regarding Planning, Organizing, Directing, and Evaluating. **Part III, CRSQ-2** ascertained administrators' employed CRS among their subordinate's administrative functions. Both teacher's and administrator's survey questionnaires contained open-ended questions on the last part to validate their answer to the previous questions.

Validation of Instrument

The instrument employed a 4-point Likert scale with four constructs in the teacher's level of awareness in grievance machinery, such as **4** for fully Aware, **3** for aware, **2** for merely Aware, and **1** for not aware. A **5**-point Likert scale with five constructs was employed to

ascertain the commonly used CRS used by the respondents in dealing with disputes with descriptive rating: **1-** Strongly disagree (SD), **2-** Disagree (D), **3-** Neither agree nor disagree (N), **4-** Agree (A), **5** Strongly Agree (SA). Both respondents' questionnaires have open-ended questions to justify their answers and for the researchers to triangulate information with their previous answers.

The instrument underwent intensive content validation from the research adviser and five experts in the field, including the Faculty President, Master Teacher, Principal, Education Program Supervisor, and Legal Officer. After the validation, the preliminary instrument underwent pilot testing on fifty (50) respondents from the Junior High Schools of Schools Division of Parañaque who were not included in the official respondents.

The responses were analyzed and further validated through Exploratory Factor Analysis (EFA) to determine the existing domains and the thematic correlation according to a specific construct. First, EFA was facilitated to determine the underlying factors present in a specific construct with Kaiser-Meyer-Olkin (KMO) to measure samples with a threshold of .70 and Bartlett's Test of Sphericity for the relationship of variables. EFA's primary purpose was to reduce the number of factors by observing the groups of variables (Yong & Pearce, 2013). Comrey & Lee, 1992, as cited in Cleare et al. 2017 suggested that the threshold of .70 is an excellent cut-off of factors; secondly, in determining the

internal consistency, Cronbach's Alpha was employed. An alpha value of .70 was adopted based on George & Mallery, 2003, as cited in Saidi & Siew's 2019 level of acceptability using (Statistical Package for Social Sciences) SPSS version 20. In the study of Watkins (2018), EFA helped identify unobservable variables.

Data Collection Procedure

This research was facilitated using a researcher-made questionnaire administered to the Teachers, Master Teachers, and Administrators (School Principals, Education Program Supervisors, Public School District Supervisors, and Head Teachers / OIC designate, in the public secondary junior high school of the Schools Division of Las Piñas. The questionnaire for Teachers and Master Teachers was facilitated via Google Forms, while the questionnaire for administrators was distributed to the school heads personally. After the data distribution, the questionnaires were retrieved, tallied, tabulated, statistically analyzed, and interpreted. The data analyses revealed the Conflict Resolution and Grievance Management System of the Schools Division of Las Piñas. The data gathered served as the basis for developing a conflict management training program.

Statistical Treatment

The researcher, through the assistance of the statistician, utilized the following statistical tools, to wit:

1. **Frequency and Percentage** were used to describe the distribution of similarities and differences among the demographic profiles of teachers and administrators, respectively.

2. **Mean and Standard Deviation** were used to determine the average mean of data sets in the level of awareness and CRS among the teacher and administrator respondents. Standard deviation was used to determine the acceptable error in the mean reliability of the treated data.

3. A **t-test of independent samples** was used to compare the two data sets among the demographic profiles of the respondents.

4. **Analysis of Variance (ANOVA)** was used to compare three or more data sets or categories among the conflict resolution strategy: teacher-to-administrator, administrator-to-teacher, and teacher-to-teacher variable.

Decision Criterion:

If the sig. value is less than or equal to ($\leq$) 0.05; the null hypothesis is rejected, otherwise accepted if the sig. the value is greater than (>) 0.05 level of significance.

Ethical Considerations

This research employed ethical and legal considerations to ensure that participants' and respondents' rights were delivered before administering the survey tools (Bryman & Bell, 2022). With this,

participants were not harmed in any way. In connection with the Division memorandum SDOLP-SGOD-11-2022-I-716, this portion included data collection, confidentiality, and voluntary participation.

The researcher assured the respondents that the responses were treated with the utmost confidentiality and used for research purposes only. The gathered personal data were secured per RA 10173, the Data Privacy Act of 2012. The data collected in hard copies were placed in a secured cabinet that only the researcher could access. During the data analysis, the respondents were randomly assigned numbers. All data collected through the in-person interviews and hard copy were stored until the end of the last chapter of the manuscript. Participation in this study is entirely voluntary. Participants could choose not to participate or withdraw from the study at any time without penalty. Despite their prior agreement, individuals could alter their decisions and withdraw from participation at any given moment.

The findings of this research constituted the researcher's completion of his degree, Master of Arts in Education, with a major in Educational Management.

Research Plan and Schedule

This research plan and schedule presented below serve as a guide for the researcher in conducting the study.

Steps	Week Number	Target Date	Specific Activities
Step 1	Week 1	March 30, 2023	Proposal/ Colloquium defense
Step 2	Week 2&3	March 31-April 7, 2023	Revision of the manuscript and approval of the panel
Step 3	Week 4	April 10-14, 2023	Crafting of communication letters
Step 4 Pre-Implementation	Week 5-16	April 17-June 2023	It seeks approval to validate the research instrument, pilot testing, and data processing.
Step 5 Implementation	Week 17-24	June-July 2023	Distribution of survey questionnaire per school
	Week 25-28	August 2023	Consolidation of Results (Processing through SPSS)
Step 6 Post-implementation	Week 29-40	September-December 2023	Finalization of Results and the Manuscript (Chapters 1-5)
	Week 41-44	June 15, 2023	Development and validation of Conflict Management Training Program
	Week 45	January 16, 2024	Scheduling of Final Defense
	Week 50	January 30, 2024	Revision and Finalization, and submission of a hardbound copy of the study

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analysis and presentation of data substantial in determining conflict resolution and grievance management systems in the Schools Division of Las Piñas. Different statistical tools were utilized to better understand the discussion of the findings, followed by the interpretation of the findings in the same sequential order of the specific questions.

1. What is the general profile of respondents?

   A. Teacher

   1.1   Sex

Table 2 below presents the demographic profile of teacher respondents in terms of sex.

Table 2

Profile of the Teacher-Respondents in terms of Sex

Sex	Frequency	Percentage
Male	46	20
Female	181	80
Total	227	100

In terms of sex, the majority of the majority of respondents were female with 181, or 80%, while males comprised a smaller minority of 46, or 20%. The survey findings attributed to the fact that the current teaching workforce already had more significant percentage of female teachers. The findings affirmed Tancinco's (2016) and Tuazon

and Padierno's (2016) conclusions that the teaching profession is a female-dominated industry, as appeared in the table. Obuodisa-Darco (2014) argued that females indeed dominate the teaching industry. She also highlighted that feminization was due to the prevalence of women's empowerment in the industry. Similarly, Mangulabnan et al. (2021) noted the same.

Men were considered more robust when making family choices in patriarchal periods, while women handled household responsibilities. This custom originated in colonial times. Gender equality protested this condition in which women shared educational, political, and economic opportunities with males. According to the Philippine Commission on Women (n.d.), since a woman is mainly responsible for the upbringing of her children, data has shown that the higher the mother's level of education, the better the educational results for her children.

As a teacher, the researcher noted that most of his colleagues were women. However, the researcher also observed that male teachers began to expand in numbers.

1.2 Age

Table 3 on page 102 presents the demographic profile of teacher respondents in terms of age.

Regarding age, the highest frequency shown was equally distributed, with the age range of 24-28 years old and 33-38 years old representing 47, or 21% of respondents. This indicates a notable

clustering of teachers in the late 20s to early 30s. It can be drawn from this table that the Schools Division of Las Pinas is composed of beginning teachers. The researcher observed that the age of beginning teachers was in their early thirties, and some of the teachers had teaching experience in private schools.

Table 3

Profile of the Teacher-respondents in terms of Age

Age	Frequency	Percent
24-28 years old	47	21
29-33 years old	44	19
33-38 years old	47	21
39-43 years old	24	11
44-48 years old	17	8
44-48 years old	31	14
49-53 years old	17	8
Total	**227**	**100**

Secondly, only a few were recorded for the age range of 44-48 and 49-53 years old. According to Dorado and Llona (2019), this age range preferred the collaborating management style in dealing with conflict.

It is crucial to acknowledge the respondents' extreme representation of age concern and that this data pertains to a subset of teachers that responded and may not apply to the entire teacher population.

1.3 Civil status

Table 4 on page 103 presents the teacher-respondents' demographic profile regarding civil status.

In civil status, the majority of the teacher-respondents were married. Marriage is the most prevalent civil status among respondents, with 130 or 57% of 227 respondents identified as married, followed by 93 or 41% who are single, and only a tiny fraction of the participants, 4 or 2%, were reported being widowed.

Table 4

Profile of the Teacher-Respondents in terms of Civil Status

Civil Status	Frequency	Percentage
Single	93	41
Married	130	57
Widowed	4	2
Total	**227**	**100**

The substantial percentage of married participants may indicate a sense of stability and enduring dedication within the teaching profession. Having a family effectively employs conflict resolution strategies in decision-making. Tancinco (2016) disproved that teachers cannot marry when they enter the profession. Therefore, this denotes that teachers can maintain a work-life balance.

1.4 Years in the Service

Table 5 on page 104 presents the demographic profile of the teacher-respondents in terms of years in the service.

In terms of years in the service, a significant proportion of participants has less than a decade of professional experience, with 88, or 39%, falling within the 0-5 years category, closely followed by 64, or 28%, in the 6-10 years category. In contrast, only 9, or 4%, were

recorded for the age 31 and above. It can be drawn that most respondents had insufficient experience dealing with issues and concerns about grievance machinery and conflict resolution and understanding of due process.

Table 5

**Profile of the Teacher-Respondents in terms of
Years in the Service**

Years in the service	Frequency	Percentage
0-5 years	88	39
6-10 years	64	28
11-15 years	25	11
16-20 years	20	9
21-25 years	5	2
26-30 years	16	7
31 years and above	9	4
Total	**227**	**100**

The researchers observed that teachers knew the rules and regulations at the beginning of their employment. Classroom management provided teachers with an in-depth understanding and awareness of conflict and how it was managed on their level.

1.5 Category of Position

Table 6 on page 105 presents the teacher-respondents' demographic profile in terms of position category.

Regarding position category, most teacher-respondents were in the Teacher I category of position with 140, or 62% out of 227 respondents, followed by Teacher II with 31, or 14 %. In contrast, 11, or 5% of the respondents fell in the Master Teacher II category. It can

be drawn from the table that beginning teachers had insufficient experience in dealing with conflict. In fact, according to the record obtained from DepEd Order 24, s. 2022, also known as Adoption of the Basic Education Plan 2030, indicates that as of January 2021, DepEd recorded that 46% of its employees were occupied by both elementary and secondary school Teacher I positions (p.28).

Table 6

Profile of the Teacher-Respondents in terms of Category of Position

Category of Position	Frequency	Percentage
Teacher I	140	62
Teacher II	31	14
Teacher III	20	9
Master Teacher I	25	11
Master Teacher II	11	5
Total	**227**	**100**

The researcher observed that teachers in the Teacher 1 position and teachers with 0-5 years of experience were given tasks to be done by higher positions. Since they were in the rank in file, they tend to obey assigned tasks. As a conformer of legal mandates, teachers follow the rules and regulations, including the charges given to them by their superiors. In this case, though the frequency for the Teacher I is higher than other positions, this cannot predict that these positions did not experience dissatisfaction throughout the stint of their employment (Eyupoglu & Sane 2009, as cited in Delos Reyes 2017).

1.6 Highest Educational Attainment

Table 7 below demographic profile of the teacher-respondents in terms of Highest Educational Attainment.

Table 7

**Profile of the Teacher-Respondents in Terms of
Highest Educational Attainment**

Category of Position	Frequency	Percentage
Bachelor's Degree	90	39
with units leading to a Master's degree	109	48
Master's Degree	23	10
with units leading to a Doctorate Degree	4	2
Doctorate Degree	1	1
Total	**227**	**100**

Regarding the highest educational attainment, many teacher-respondents consist of 109, or 48% out of 227 respondents, earned and undertaken supplementary coursework in pursuit of a Master's degree, indicating a notable dedication to enhancing their professional skills and progressing in their careers, followed by 90 or 39% of the respondents who hold a Bachelor's degree. In contrast, only 1, or 1% holds Doctorate.

It can be gleaned that teachers seek continuing professional development as it gives opportunities for career progression. It can be noted that although the Teacher I position is entry-level in the Department of Education. Having master's units or degrees in the early stage of the teaching industry poses an advantage for a more comprehensive view and perspective in dealing with conflict.

According to Delos Reyes (2017), the highest education attainment is significantly correlated to the awareness of grievance committee jurisdiction. This implied that as teachers pursue educational development, they become aware of the juridical scope of their grievances and develop conflict resolution strategies themselves. These findings affirmed Mejia and Arpon's argument that educational attainment is significantly related to teachers' conflict management styles.

This also emphasized that Teachers pursue continuing professional education (CPE) in cognizance of Sec. 3, Art. IV of the Code of Ethics for Professional Teachers is part of teachers' duties and responsibilities to the profession. On the other hand, the organization shall also craft programs, projects, and activities to boost the interests of teachers to engage more in continuing professional development. Thus, this will also benefit the whole institution, including its stakeholders.

B. Administrators' demographic profile
1.7 Sex

Table 8 on page 108 presents the demographic profile of the administrator-respondents in terms of sex.

Regarding sex, most administrator-respondents belonged to the female, with 73, or 78% among the 94 administrator-respondents, while only 21, or 22%, were male, respectively.

Table 8

Profile of the Administrator-Respondents in terms of Sex

Sex	Frequency	Percentage
Male	21	22
Female	73	78
Total	**94**	**100**

It can be drawn from this table that the Schools Division of Las Pinas is composed of female administrators. Mangulabnan et al. (2021) stated that female domination in the teaching industry signifies that gender and equality persist in the DepEd. The researcher noticed that female administrators dominated the administration industry, which is also reflected by 73 or 78%, of which females dominate the most number of administrators in the SDLP.

However, the researcher argued that there could be a significant bias in terms of the roles and the decision-making. Also, it was observed that males are traditionally underrepresented due to inadequate population. On the other hand, the recruitment process should also create more opportunities to proportionate the leadership among the individuals.

1.8 Age

Table 9 on page 109 presents the demographic profile of the administrator-respondents in terms of age.

In terms of age, many administrator-respondents were 49-53 years old with 22, or 23% out of 94 respondents, followed by 54 years old and above with 21, or 22% respectively, while only 3, or 3 were in

the age range of 24-28 years old. It can be gleaned from this table that the School Division of Las Piñas is composed of experienced administrators in age and maturity.

Table 9

Profile of the Administrator-Respondents in terms of Age

Age	Frequency	Percent
24-28 years old	3	3
29-33 years old	9	10
33-38 years old	4	4
39-43 years old	18	19
44-48 years old	17	18
49-53 years old	22	23
54 and above	21	22
Total	**94**	**100**

This also reflects diversity in terms of age, indicating that younger generations attract educational managers to lead the changing landscape of educational leadership.

On the other hand, Mejia and Arpon (2021) argued that most administrators started their entry to the management level at 40 years old and above.

This was affirmed by Delos Reyes (2017), that elderly individuals may provide valuable life lessons that can be beneficial to providing a sound climate as they are experienced and minted in conflict resolution.

The researcher observed that administrators dedicated their lives and careers to the teaching profession, which was noted based on their tenure in the industry, and as they explored the ladder of school

management, they found themselves adapting and growing with the system.

1.9 Civil status

Table 10 below presents the administrator-respondents' demographic profile regarding civil status.

Table 10

Profile of the Administrator-Respondents in terms of Civil Status

Civil Status	Frequency	Percentage
Single	20	21
Married	70	75
Widowed	4	4
Total	**94**	**100**

Regarding civil status, most administrator-respondents were married, with 70, or 75% among the 94 administrators, followed by 20, or 21% of the respondents were single. The Philippine Commission on Women (n.d.) stated that being a mother has an inner fashion of fostering a favorable educational outcome. Having a family and maturity can effectively employ conflict resolution strategies in decision-making.

Moreover, having female administrators affirmed Tancinco's (2016) findings that the education sector is women-dominated (Tuazon & Padierna, 2016; Obuodisa-Darco, 2014). In addition, these findings were also demonstrated in the study of Mangulabnan et al. (2021) in Region III.

Finally, the researcher noticed that most administrators in his locale are married. This may suggest that having families could relate to feelings and emotions within the family to which conflict could be resolved immediately, as with their workplace, due to their innate abilities. Thus, these administrators could also easily be adaptive to family support systems.

1.10 Years of experience as a former teacher

Table 11 below presents the demographic profile of the administrator-respondents in terms of years of experience as a former teacher.

Table 11

Profile of the Administrator-Respondents in terms of Years of Experience as a Former Teacher

Years in the service	Frequency	Percentage
0-5 years	5	5
6-10 years	15	16
11-15 years	21	22
16-20 years	23	25
21-25 years	11	12
26-30 years	13	14
31 years and above	6	6
Total	**94**	**100**

In terms of administrator experience as a former teacher, many administrator-respondents have 16-20 years, with 23, or 25% out of 94 administrators. This highlighted that years of teaching experience are vital before becoming an administrator. This was followed by 11-15 years with 21, or 22%. On the other hand, 6, or 6% of the respondents,

belonged to 31 years and above, while only 5, or 5%, came from 0-5 years.

Before becoming an administrator, these professionals engaged in classroom teaching in their early years and trained them to deal with various circumstances that needed situational analysis and decision-making. Likewise, they experienced and employed additional tasks and ancillaries that aided their decision-making in dealing with grievances and conflict in the education and administration of their respective station.

The data affirmed Bongco and Abenes (2019), and Tancinco (2016), who reasoned that length of service is a criterion for promotion and advantage towards advancement and granting of designation. Thus, tenure in the industry stipulates job satisfaction in the workplace they are in.

1.11 Highest Educational Attainment

Table 12 on page 113 presents the administrator-respondents' demographic profile regarding civil status.

In terms of highest educational attainment, many administrator-respondents earned units leading to a master's degree, with 38 or 40% responses out of 94 administrators, followed by 26 or 28% of the respondents who earned a master's degree. In contrast, only 2, or 2%, have attained a bachelor's degree.

Table 12

**Profile of the Administrator-Respondents in Terms of
Highest Educational Attainment**

Category of Position	Frequency	Percentage
Bachelor's Degree	2	2
with units leading to a Master's Degree	38	40
Master's Degree	26	28
with units leading to a Doctorate Degree	17	18
Doctorate Degree	11	12
Total	**94**	**100**

This noted an adherence to Article IV (Section 3) of the Code of Ethics for Professional Teachers, saying that "Every teacher shall participate in the continuing professional education (CPE) program of the Professional Regulation Commission and pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity to be nationally and internationally competitive."

Correspondingly, Mejia and Arpon (2021) stated that educational attainment is significantly related to conflict management style. Therefore, as an employee pursues post-baccalaureate and graduate education, they become aware of the processes and protocols of school administration. Thus, Bongco and Abenes (2019) asserted that educational attainment equates to promotion.

Similar to page 106, most teacher-respondents were already unit earners. This indicates that teachers are getting ready to explore advanced leadership roles, as may be reflected by engaging in graduate

studies. The researcher noticed that earning a master's degree is a must for school managers, and most administrative positions are required to have earned degrees in graduate and post-graduate studies.

1.12 Present Category of Position as Administrator

Table 13 below presents the demographic profile of the administrator-respondents in terms of the present category of position as an administrator.

Regarding the present position category as administrator, many of the administrator respondents were department/learning area coordinators, with 40, or 43% of the composition. The Head Teacher followed it with 37 or 39%, while 8 or 9% belonged to the Supervisors.

Table 13

**Profile of the Administrator-Respondents in Terms of
Present Category of Position as Administrator**

Category of Position	Frequency	Percentage
Department/ Learning Area Coordinator	40	43
Head Teacher	37	39
Principal	9	10
Supervisor	8	9
Total	**94**	**100**

It can be gleaned from this table that administrators from these positions were merely appointed due to insufficiency in the plantilla positions or items for headteachers or posts created by the Civil Service Commission. Thus, these administrators also perform tasks as regular functions teachers with teaching loads and ancillaries but with functions as administrators. However, in this case, teachers who are designated

as Department learning area coordinators continually function as classroom teachers. Their flexibility to handle stress and stability under pressure commissioned them to these positions.

Moreover, the department learning area coordinators or OIC/ designates are not compensated according to the functions of administrators. This context is not well studied, and the researcher only noted his findings based on observations in the thirteen Junior High Schools in the Schools Division of Las Pinas.

On the other hand, these teachers can use administrative experiences from this designation, provided that these ancillaries will be appropriately documented and endorsed by the higher office. However, without proper focus on their respective workload, the quality of teaching and learning is at stake. The DepEd should craft a policy to alleviate additional tasks for teachers and administrators.

1.13 Years of Administrative Experience

Table 14 on page 116 presents the demographic profile of the administrator-respondents in terms of years of administrative experience.

In terms of years of administrative experience, the majority of administrator-respondents were in the 0-5 years of service, with 56, or 60%, among the 94 respondents. This was followed by 6-10 years of administrative experience with 24, or 26%. While both 21-25 years and 31 years in above obtained 1, or 1%.

Table 14

Profile of the Administrator-Respondents in terms of Years of Administrative Experience

Years in the service	Frequency	Percentage
0-5 years	56	60
6-10 years	24	26
11-15 years	7	7
16-20 years	3	3
21-25 years	1	1
26-30 years	2	2
31 years and above	1	1
Total	**94**	**100.0**

It can be gleaned that most respondents were in the early stage of performing administrative tasks and functions or had recently been promoted, which reflected findings on page 114. This affirmed Mejia and Arpon's (2021) assertion that employees with less than five years of experience start to enter and perform managerial positions.

Thus, this amplifies the need for seminars, training, and workshops relative to conflict management (Morallos, 2018; Tancinco, 2016; ILGAN, 2020; Mejia & Arpon, 2021; Wanaina et al., 2020; Mangulabnan et al., 2021) to equip them in dealing with issues and concern with regards to grievance machinery and conflict resolution.

The researcher noted that plantilla positions for Head Teachers are limited due to teacher ratio considerations (administrator: teacher). This negates DepEd Order no. 77, s. 2010, also known as Guidelines on the Allocation /Deployment of New Teaching, Teaching Related and Non-teaching Positions for FY 2010, stated that one head teacher

should be allocated in school for every six teachers. However, due to the limited administrative experiences of these administrators, their mentoring capabilities, leadership skills, and decision-making should be tested through engagement in training that would involve them in situational analysis in grievance and conflict management.

2. What is the teacher's level of awareness in grievance machinery?

2.1 Ground for Grievances

Table 15 below presents the teacher-respondent's awareness of grievance machinery regarding grounds for grievances.

Table 15

Distribution of Data on Teacher's Level of Awareness on Grievance Machinery in terms Grounds for Grievances

Indicators	Mean	SD	Interpretation
1. Non-implementation of policies, practices, and procedures on economic and financial issues and other terms and conditions of employment fixed by law, including salaries, incentives, and leave benefits such as delayed processing of overtime pay and unreasonable withholding of wages and other employee benefits	3.05	0.68	Aware
2. Impartial and unjust ratings	2.98	0.75	Aware
3. Poor interpersonal relationships and linkages	2.98	0.75	Aware
4. Concerns giving rise to discontent and dissatisfaction among employees	2.89	0.77	Aware
5. Exemptions to file grievances are cases under DECS Order no. 33, s. 1999, Sexual Harassment as provided under RA 7877, DepEd Order no. 40, s. 2012 or Child Protection Policy and union-related issues and concerns	3.04	0.77	Aware
Composite	**2.99**	**0.74**	**Aware**

Scale: 4.00-3.26 =Fully Aware; 3.25-2.51=Aware; 2.50-1.76=Merely Aware; 1.75-1.00=Not Aware.

Regarding grounds for grievances, teacher respondents' awareness in terms of grounds for grievances obtained a composite

mean score of 2.99 and 0.74 corresponding standard deviations to denote "aware."

Among the five (5) indicators, the highest mean score of 3.05 and an SD of 0.68 with "aware" interpretation was evident for the non-implementation of policies, practices, and procedures on economic and financial issues and other terms and conditions of employment fixed by law, including salaries, incentives, and leave benefits such as delayed processing of overtime pay and unreasonable withholding of wages and other employee benefits. In contrast, the lowest mean score was 2.89, and an SD of 0.77 with "aware" interpretation was evident for concerns giving rise to discontent and dissatisfaction by concerns giving rise to discontent and dissatisfaction among employees.

Most notably, "grievance," as termed by Balamurugan and Shenbagapandian (2016), refers to discomfort or displeasure that is directly tied to one's workplace. It affirmed that conflict is constantly present in human interaction (Amie-Ogan & Eziri, 2021) and inevitable (Amie-Ogan & Nma, 2021; Mejia & Arpon, 2021; ILGAN, 2020; Gumiran, 2021). This noted Obiekwe's (2019) argument that dissatisfaction adds when they feel that their organization neglects to act on it. This is the reason why the CSC Memorandum Circular no. 2, Series of 2001, with the subject Revised Policies on the Settlement of Grievances signed by Deleon, was established, which the Department of Education further adopted through the Grievance Machinery stipulated

that its primary focus to is to resolve and handle complaints at the lowest possible level.

Shanka and Thou (2017) noted that the primary source of conflict originates from institutional and leadership aspects. As a result, grievances brought by work-related discontent and dissatisfaction (Saluja & Kaur, 2014; Dhanabhakyam & Monish P, 2022) could be reported verbally or in writing.

The findings imply that teachers were aware of the exemptions on the non-grievable offenses, which could mean that capacity building already took place but least aware of the discontent and dissatisfaction among the employees following the data. Therefore, the grievance machinery should form part of the teachers' training program to reach full awareness.

2.2 Grievance Procedure

Table 16 presents on page 120 presents the teacher-respondent's awareness of grievance machinery in terms of grievance procedure.

Regarding the grievance procedure, teacher respondents' awareness of the grievance procedure obtained a composite mean of 2.53 and 0.66 corresponding standard deviations to denote "aware."

Among the seven (7) indicators, the highest mean score with aware interpretation was evident for Issues and concerns relative to grievances should be discussed through the immediate supervisor with a mean score of 3.20 and SD of 0.64 obtained "aware" interpretation.

In contrast, the lowest mean score was evident for if the aggrieved party was not satisfied with the top management's decision.

Table 16

Distribution of Data on Teacher's Level of Awareness on Grievance Management in terms of Grievance Procedure

Indicators	Mean	SD	Interpretation
1. Grievances may be filed orally and in writing.	3.10	0.69	Aware
2. Issues and concerns relative to grievances should be discussed through the immediate supervisor.	3.20	0.64	Aware
3. *(School level)* Within three (3) days, the immediate supervisor shall decide on the filed grievance.	2.91	0.75	Aware
4. *(District/Division level)* If the aggrieved party is not satisfied with the verbal decision of the immediate supervisor, the complainant may submit their grievance in writing within (5) days to the higher supervisor and shall within five (5) days render their decision.	2.85	0.75	Aware
5. *(Regional level)* If the aggrieved party is not satisfied with the decision of the higher supervisor, the decision of the next higher supervisor may be elevated to the grievance committee within (5) working days from the receipt of the decision. The regional grievance committee may investigate and hear within (10) working days from the receipt of the complaint and render a decision within (5) working days after the investigation.	2.76	0.78	Aware
6. *(Office of the secretary)* Suppose the aggrieved party is not satisfied with the decision of the regional grievance committee. In that case, the complainant may elevate their complaint within (5) working days and shall render a decision within (10) working days.	2.70	0.83	Aware
7. *(Civil Service Commission)* if the aggrieved party is not satisfied with the top management's decision. The complainant may elevate their complaint to the Civil Service Commission Regional Office within (15) working days after receiving the decision. The aggrieved party shall submit a Certification of Final Action on the Grievance (CFAG) together with the appeal.	2.69	0.82	Aware
Composite	**2.53**	**0.66**	**Aware**

Scale: 4.00-3.26 =Fully Aware; 3.25-2.51=Aware; 2.50-1.76=Merely Aware; 1.75-1.00=Not Aware.

The complainant may elevate their complaint to the Civil Service Commission Regional Office within (15) working days after receiving the

decision. The aggrieved party shall submit a Certification of Final Action on the Grievance (CFAG) with the appeal with a mean score of 2.69 and an SD of 0.82, which obtained an "aware" interpretation.

As a bureaucratic agency, it can be gleaned that the Department of Education has a hierarchal mechanism or chain of command in dealing with and addressing grievances. In this manner, teachers were initially guided on whom to report. Similarly, the likelihood of having conflict can be avoided (Vajpayee et al., 2023). Affirming the findings of Balamurugan and Shenbajapandian (2016), laid-out handling procedures will be advantageous in conflict resolution. However, Tancinco (2016) and Delos Reyes (2017) inculcate that administrators must have enhanced competencies in handling grievances, conflict management, and resolution competencies.

The researcher noted that discussing grievances with the immediate supervisors resolves issues and concerns at the lowest possible level. However, the manner of handling and recording these grievances and conflicts should be innovated and studied to provide and anticipate alternative solutions to avoid the recurrence of a problem. Thus, non-recording of issues and concerns reported to the supervisor means that the case or grievance did not occur in the first place.

2.3 Grievance Committee Jurisdiction

Table 17 below presents the teacher-respondent's awareness of grievance machinery in terms of grievance committee jurisdiction.

Table 17

Distribution of Data on Teacher's Level of Awareness on Grievance Management in terms of Grievance Committees Jurisdiction

Indicators	Mean	SD	Interpretation
1. The school grievance committee shall have original jurisdiction over the grievances of teachers and non-teaching personnel.	3.01	0.71	Aware
2. The district grievance committee shall have appellate jurisdiction over grievances not resolved in the School Grievance Committee.	2.86	0.79	Aware
3. The grievance committee shall render its decision within fifteen (15) days from the receipt of the grievance in writing.	2.76	0.83	Aware
4. The School Grievance Committee comprises the Principal/ School Head, Faculty President, and a teacher acceptable to both aggrieved parties.	3.05	0.71	Aware
5. The District Grievance Committee comprises the District Supervisor/ Coordinator or designated representative, the Principal/ School Head where the grievance originated, and the District Teachers Association.	2.85	0.75	Aware
6. The School Division Grievance Committee comprises the Schools Division Superintendent or their designated representative, the District Supervisor/Coordinator where the grievance originated, and the Schools Division Teachers Association President.	2.83	0.75	Aware
7. The Regional Grievance Committee is composed of the Regional Director or their designated representative, the Chief or Head of the Administration Division, two (2) Division Chiefs, two (2) members of the rank-and-file, a designated union representative (if there is an accredited union) and Designated Bilis Aksyon Partner.	2.72	0.81	Aware
8. The Department Grievance Committee is composed of the highest responsible Human Resource Management, two (2) Division Chiefs, two (2) members of the rank-and-file, a designated union representative (if there is an accredited union), and an appointed Bilis Aksyon Partner representative.	2.72	0.79	Aware
Composite	**2.85**	**0.77**	**Aware**

Scale: 4.00-3.26 =Fully Aware; 3.25-2.51=Aware; 2.50-1.76=Merely Aware; 1.75-1.00=Not Aware.

In terms of grievance committee jurisdiction, the awareness of teacher-respondents in terms of grievance committee jurisdiction obtained a composite mean score of 2.85 and 0.77 corresponding standard deviations to denote "aware."

Among the eight (8) indicators, the highest mean score of 3.05 and SD of 0.71 with "aware" interpretation was evident for the school grievance committee comprising the Principal or School Head, Faculty President, and a teacher acceptable to both aggrieved parties with a mean score of, while the lowest mean score was evident for both Regional Grievance Committee is composed of the Regional Director or their designated representative, the Chief or Head of the Administration Division, two (2) Division Chiefs, two (2) members of the rank and file, a designated union representative (if there is an accredited union) and Designated Bilis Aksyon Partner and The Department Grievance Committee is composed of the highest responsible Human Resource Management, two (2) Division Chiefs, two (2) members of the rank and file, a designated union representative (if there is an accredited union), and an appointed Bilis Aksyon Partner representative which both obtained a mean score of 2.72 and a SD of 0.81 and 0.79 respectively.

Jurisdiction refers to the authority or rights to wield power and the boundaries or scope in which such control is exerted (Merriam-Webster, n.d.). Therefore, teachers' awareness of jurisdiction is vital.

The findings imply that teachers were aware of the hierarchal authority of the committee in resolving grievances within their jurisdiction. Consequently, employees' discontent and dissatisfaction shall be raised through the immediate supervisor, which is covered by his jurisdiction, to have the authority to conduct the hearing and further

settlement. Thus, conflict resolution should be materialized at the lowest possible level as articulated in the DepEd Order no. 35, s. 2004. Likewise, though grievances may take time to resolve, teacher-respondents were aware of their grievances when filing them.

On the contrary, Dhanabhakyam and Monish (2022), Obiekwe and Eke (2019), and Saluja and Kaur (2014) argued that an open-door policy is one of the most reliable ways of grievance reporting mechanisms. However, Gomathi (2014) states that open-door sessions favor less educated employees.

Consequently, fostering an environment of cooperation and respect for the management team (Juneja 2018, as cited in Obiekwe & Eke 2019). Finally, Imperial and Madrigal (2021) discouraged escalation of complaints through litigation in courts, for it will not always be the possible solution.

2.4 Grievance Committee's Responsibilities

Table 18 on page 125 presents the teacher-respondent's level of awareness of grievance machinery in terms of grievance procedure.

Regarding the grievance committee's responsibilities, teacher respondents' awareness of grounds for grievances obtained a composite mean score of 2.98 and 0.71 corresponding standard deviations to denote "aware."

Table 18

Distribution of Data on Teacher's Level of Awareness on Grievance Management in terms of Grievance Committee's Responsibilities

Indicators	Mean	SD	Interpretation
1. Establish own procedures and strategies	2.96	0.72	Aware
2. Develop and implement proactive measures or activities to prevent grievance	3.01	0.68	Aware
3. Conduct a continuing information drive on the Grievance Machinery	2.99	0.68	Aware
4. Conduct dialogue between and among the parties involved	3.06	0.68	Aware
5. Direct documentation of the grievance, including the preparation and signing of written agreements reached by the parties involved.	3.05	0.69	Aware
6. Issue final Certification on the Final Action on the Grievance (CFAG)	2.92	0.76	Aware
7. Submit a quarterly report of accomplishments and the status of unresolved grievances to the Civil Service Commission Regional Office.	2.84	0.77	Aware
Composite	**2.98**	**0.71**	**Aware**

Scale: 4.00-3.26 =Fully Aware; 3.25-2.51=Aware; 2.50-1.76=Merely Aware; 1.75-1.00=Not Aware.

Among the seven (7) indicators, the highest mean score with aware interpretation was evident for the Conduct of dialogue between and among the parties involved, obtained a mean score of 3.06 and SD of 0.68. In contrast, the lowest mean score was evident for submitting a quarterly report of accomplishments and the status of unresolved grievances to the Civil Service Commission Regional Office by concerns giving rise to discontent and dissatisfaction among employees obtained a mean score of 2.84 and an SD of 0.77.

Generally, the data indicates that the teachers were aware of the grievance committee's responsibility based on the composite mean score of 2.98. However, further investigation on the construct must be

undertaken. This also indicates that teachers were least familiar with the fact that committees must submit quarterly reports to the Civil Service Commission and issuance of a certificate of final action on the grievance.

It can be gleaned that mediation efforts among the members of the Grievance Committee are vital to the effectiveness of settlement. Part of the purpose of mediation is to assist disputants to arrive at both mutually acceptable solutions (DepEd Order no. 15, s. 2012, also known as DepEd Policy Framework for Implementing Alternative Dispute Resolution (ADR) System Mediation. Shanka and Thou (2017) reiterated that poor communication or dialogues could hamper decision-making.

The findings implied that teachers were aware of the duties and responsibilities of their immediate superiors. Although the table statistically indicated that respondents were aware that records and reports of the filed grievances were reported to the civil service, these filed reports must be examined to provide prolonged intervention and avoid recurrences of the same cases. This was argued by Monish and Dhanabhakyam (2022): that part of the committee's responsibility is to innovate grievance management through digitalization. As affirmed by Sourdin and Burstyner (2016), using information technology as an innovation would revolutionize conflict resolution in a timely and efficient manner (p. 54).

The data also implied that the grievance committee in the Junior High School of Schools Division Office of Las Pinas has been resolving grievances at the lowest possible. They affirmed the report documented by the SDLP legal unit (R. Osmeña, personal communication, January 10, 2023).

3. What conflict resolution strategies are commonly used by Teachers and Administrators respondents in dealing with conflict?

3.1 Teacher to Administrator

Table 19 below presents the teacher-respondent's conflict resolution strategy towards administrators in dealing with conflict in terms of collaborating strategy.

Table 19

Distribution of Data on Teacher-Respondents Conflict Resolution Strategy towards Administrators in terms of Collaborating Strategy

Indicators	Mean	SD	Interpretation
1. I work with my administrator to solve a problem.	4.39	0.53	Strongly agree
2. To come up with a decision, I integrate my thoughts with my supervisor.	4.14	0.59	Agree
3. I collaborate with my administrator to solve problems that meet our standards.	4.17	0.58	Agree
4. I provide my administrator with precise information to resolve a problem.	4.20	0.55	Agree
5. I work with my administrator to reach judgments that are agreeable to us.	4.19	0.59	Agree
Composite	**4.22**	**0.57**	**Strongly agree**

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;

2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Regarding the collaborating strategy teachers employed towards administrators, the level of agreement of teacher-respondents in terms of conflict dealing with administrators obtained a composite mean score

of 4.22 and 0.57 corresponding standard deviations to denote "strongly agree."

Among the five (5) indicators, the highest mean score was evident when I worked with my administrator to solve a problem with a mean score of 4.39 and an SD of 0.53, while the lowest mean score with aware interpretation was evident for coming up with a decision; I integrated my thoughts with my supervisor with an obtained mean score of 4.14 and an SD of 0.59.

It can be gleaned that the Department of Education is a bureaucratic agency, which means the standard operating procedure is to follow the chain of command. This affirmed (PeopleHum, 2022; Villanueva & Moleno, 2022) assertion that Collaboration of all parties in the process management of dispute is a must to resolve disputes rationally, fairly, and efficiently.

Moreover, Mangulabnan et al. (2021) proved that the collaborative approach deals with individuals collaborating to discover solutions for the common benefit. Cadiz et al. (2016) also noted that the collaborating strategy was the most perceived handling style among the conflict strategies.

Table 20 on page 129 presents the teacher-respondent's conflict resolution strategy towards administrators in dealing with conflict in terms of accommodating strategy.

Table 20

Distribution of Data on Teacher-Respondents towards Administrators in Dealing with conflict in terms of Accommodating Strategy

Indicators	Mean	SD	Interpretation
1. I attempt to meet my administrator's demands.	4.10	0.61	Agree
2. I concede with the administrator's strategy.	3.79	0.77	Agree
3. I agree with my administrator's proposal.	3.89	0.65	Agree
4. I attempt to meet my administrator's standards.	4.00	0.61	Agree
5. I allow my administrator to supersede my decision.	3.48	0.90	Agree
Composite	**3.85**	**0.71**	*Agree*

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;

2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Regarding the accommodating strategy teachers employed towards administrators, teacher respondents' agreement level regarding conflict dealing towards administrators obtained a composite mean score of 3.85 and 0.71 corresponding standard deviations to denote "agree."

The highest mean score was evident among the five (5) indicators, for I attempted to meet my administrator's demands with a mean score of 4.10 and an SD of 0.61. The lowest mean score of 3.48 and an SD of 0.90 with "neither agree nor disagree" interpretation was evident, for I allowed my administrator to supersede my decision with an obtained mean score. Though teachers attempt to suffice the needed support of the administrators, it can be gleaned that teachers are ambiguous regarding administrators overriding their decisions.

Similarly, this type of strategy asserted (Mangulabnan et al., 2021) that teachers utilize an accommodating strategy as they try to be cooperative while neglecting (Obuobisa-Darko, 2014) themselves to satisfy other people's needs.

Mangulabnan et al. (2021). Amie-Ogan & Nma (2021) and Villanueva & Moleno (2022) concurred that teachers prioritize their supervisors' needs over their own. This attitude attempts to make an effort to find a middle ground to satisfy their superiors.

Table 21 on page 131 presents the teacher-respondent's conflict resolution strategy towards administrators in dealing with competing strategy conflicts.

Regarding the competing strategy teachers employed towards administrators, the level of agreement of teacher-respondents in terms of conflict dealing towards administrators obtained a composite mean score of 3.85 and 0.77 corresponding standard deviations to denote "agree."

Among the seven (7) indicators, the highest mean score was evident for I scrutinize things before I agree with obtained a mean score of 4.10 and an SD of 0.74 with "agree" interpretation, while the lowest mean score with neither agree nor disagree interpretation was evident, for I generally stand my ground with a mean score of 3.38 and an SD of 1.08 with an interpretation of "neither agree nor disagree."

Table 21

Distribution of Data on Teacher-Respondents towards Administrators in Dealing with conflict in terms of Competing Strategy

Indicators	Mean	SD	Interpretation
1. I encourage my administrator to accept my viewpoint.	4.06	0.64	Agree
2. I generally stand my ground.	3.38	1.08	Neither agree nor disagree
3. I scrutinize things before I agree.	4.10	0.74	Agree
4. I attempt to exceed the prevailing standards.	3.89	0.70	Agree
5. I ensure that my ideas are accepted.	3.92	0.66	Agree
6. I scrutinize my administrator's ideas.	3.74	0.87	Agree
7. I highlight my perspectives.	3.88	0.69	Agree
Composite	**3.85**	**0.77**	***Agree***

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree; 2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Though bureaucracy in the DepEd is prevalent, diverging beliefs could affect the trust and confidence in the administration. Teachers' competing approach towards their administrators encourages conflict. Teachers' domination in decision-making disregards the openness and authority of the administrator to rule and stand out. This asserts that conflict is inevitable, and it always exists (Amie-Ogan & Nma, 2021; Mejia & Arpon, 2021; Amie-Ogan & Ezir, 2021; ILGAN, 2020; Gumiran, 2021) in the workplace, even in the education sector and cannot rule out the teachers sometimes compete towards there administrators.

The researcher observed that this strategy occurs when teachers see unfair and unequal treatment from their administrators and prevail when other people are favored; thus, factions arise in the workplace.

Table 22 below presents the teacher respondents' conflict resolution strategy towards administrators in dealing with conflict regarding avoiding strategy.

Table 22

Distribution of Data on Teacher-Respondents towards Administrators in Dealing with conflict in terms of Avoiding Strategy

Indicators	Mean	SD	Interpretation
1. I avoid discussing my grievances with my administrator.	3.17	1.08	Neither agree nor disagree
2. I avoid arguments with my administrator.	4.02	0.81	Agree
3. I attempt to avoid work-related confrontations with my administrator.	3.79	0.86	Agree
4. I avoid having any form of communication with my administrator	3.16	1.14	Neither agree nor disagree
5. I intend to step away from issues and concerns.	3.51	1.04	Agree
6. I let others decide on my issues with my administrator.	3.02	1.18	Neither agree nor disagree
Composite	**3.44**	**1.02**	***Agree***

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;
2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Regarding the avoiding strategy employed by teachers towards administrators, teacher respondents' agreement level in terms of conflict dealing towards administrators obtained a composite mean score of 3.44 and 1.02 corresponding standard deviations to denote "agree."

Among the six (6) indicators, the highest mean score of 4.02 and an SD of 0.81 with an "agree" interpretation was evident for avoiding arguments with my administrator. In contrast, the lowest mean score of 3.02 and an SD of 1.18 with a "neither agree nor disagree"

interpretation was apparent for letting others decide on my issues with my administrator. It can be gleaned from the data that avoiding strategy is both an unassertive and uncooperative approach to conflict resolution. It affirmed Villanueva and Moleno's (2022) assertion that these people intentionally step away from the issue.

Similarly, DepEd Order no. 35, s. 2004, or the Grievance Machinery, provided mechanisms for conflict resolution. However, Mehrad (2015) attested that decision-making will be complicated for the committee if people are uncooperative.

The use of this strategy negates the purpose of DepEd Order no. 15, s. 2012, also known as the DepEd Policy Framework for implementing the Alternative Dispute Resolution (ADR) System Mediation and the Grievance Machinery due to disputants' avoidance. In this situation, arbitrators came in to realize the speedy disposition of cases and grievance resolution at the lowest possible level.

Since disputants display avoidance, it would be difficult to talk about underlying issues and concerns, and this is why innovative platforms should be made available (Sourdin & Burstyner, 2016) so that if disputants do not confer with in-person conflict resolution, there could still be options to use emails or ICT related interventions.

Table 23 on page 134 presents the teacher-respondent's conflict resolution strategy towards administrators in dealing with conflict regarding compromising strategy.

Table 23

Distribution of Data on Teacher-Respondents towards Administrators in Dealing with conflict in terms of Compromising Strategy

Compromising strategy	Mean	SD	Interpretation
1. I attempt to find a middle ground when there is a misapprehension.	3.91	0.75	Agree
2. I suggest a compromise to break dead-end situations.	3.77	0.77	Agree
3. I settle with my administrator to achieve "win-win solutions."	4.07	0.67	Agree
4. I let my administrator decide and utilize my ideas.	3.66	0.82	Agree
5. I bargain conditions with my administrator in exchange for a favor.	3.26	1.14	Neither agree nor disagree
6. To address conflict, I give up my concerns.	3.22	1.18	Neither agree nor disagree
Composite	**3.65**	**0.89**	*Agree*

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree; 2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Regarding the compromising strategy teachers employ towards administrators, teacher respondents' agreement level regarding conflict dealing towards administrators obtained a composite mean score of 3.65 and 0.89 corresponding standard deviations to denote "Agree.

Among the six (6) indicators, the highest mean score of 4.07 and an SD of 0.67 with an "agree" interpretation was evident for I settled with my administrator to achieve "win-win solutions," while the lowest mean score of 3.22 and an SD of 1.18 having "neither agree nor disagree" interpretation was evident for addressing conflict, so I give up my concerns. According to Villanueva and Moleno (2022), this approach aims to allow both parties to understand a mutually beneficial and acceptable course of action.

Mangulabnan et al. (2021) defined compromise as a critical strategy for conflict resolution that required give and take between the two parties involved. It makes it achievable for both parties to give up some of their desires to arrive at an agreeable solution. Understanding between two parties may be facilitated by compromising, as it encourages both sides to be more receptive to the other's perspectives to find a solution suitable for all parties involved.

The researcher observed that a compromising strategy allows teachers and administrators to communicate. Shanka and Thou (2017) specified that communication is crucial in the workplace. Reaching out to find everyone's best interests builds a sound climate. Thus, being open in resolving disputes amplifies the use of grievance machinery materializing dispute resolution at the lowest possible level (DepEd Order no. 35, s. 2004 or the Grievance Machinery).

Table 24 on page 136 presents the summary of conflict resolution strategies of teacher respondents toward administrators in dealing with conflict.

Regarding the teachers' employed conflict resolution strategy towards administrators in dealing with conflict, the level of agreement of teacher-respondents in terms of conflict dealing towards administrators obtained a mean score of 3.80 and 0.58 corresponding standard deviations "agree."

Table 24

Summary of the Data Distribution on Teacher-Respondents towards Administrators in Dealing with Conflict

Conflict Resolution Strategy	Mean	SD	Interpretation
1. Collaborating	4.22	0.45	Strongly agree
2. Accommodating	3.85	0.53	Agree
3. Competing	3.85	0.51	Agree
4. Avoiding	3.44	0.76	Agree
5. Compromising	3.65	0.63	Agree
Composite	**3.80**	**0.58**	*Agree*

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;

2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Among the five (5) conflict resolution strategies, the highest mean score was evident for the collaborating strategy, which obtained 4.22 and an SD of 0.45 with a "strongly agree" interpretation. In contrast, the lowest mean score was evident for the avoiding strategy, which obtained 3.44 and an SD of 0.76, having an "agree" interpretation.

These findings affirmed the findings of Mehrad (2015) and Mangulabnan et al. (2021), implying that teachers tend to be collaborative in dealing with conflict with their superiors. Being a teacher also carries respect with authority. The collaborating strategy integrates oneself when conflict is prevalent and finds solutions for the common good. Cadiz et al. (2016) and Mejia and Arpon (2021) also asserted that one of the perceived handling techniques among the teachers was the collaborative approach. If a teacher is willing to settle

a disagreement, one sign of this willingness is that they are open to communication and discussion.

Similarly, PeopleHum (2022), and Villanueva and Moleno (2022) affirmed that Collaboration of all parties in the process management of dispute is a must to resolve disputes rationally, fairly, and efficiently, as may be indicated by the top-picked indicator for Collaborating Strategy on page 127.

On the other hand, teachers found themselves employing avoiding strategies towards their administrator to disconnect themselves from any disagreement. Avoiding strategy intentionally keeps them away from the situation, causing delays in the decision-making process (Villanueva & Moleno, 2022).

The researcher noticed that teachers are innate collaborative professionals focused on achieving organizational goals, especially in implementing PPAs in schools. Also, they become positively driven because their active involvement in these activities is for the learner's benefit.

3.2 Administrator to Teacher

Table 25 on page 138 presents the conflict resolution strategies of administrators-respondents towards teachers regarding collaborating strategy.

In terms of employing the collaborating strategy of teachers towards administrators in dealing with conflict, the level of agreement

of teacher-respondents in terms of conflict dealing towards administrators obtained a mean score of 4.30 and 0.95 corresponding standard deviations to denote "strongly agree."

Table 25

Distribution of Data on Administrator-Respondents towards Teachers in Dealing with conflict in terms of Collaborating Strategy			
Indicators	**Mean**	**SD**	**Interpretation**
1. I work with my subordinates to solve a problem.	4.67	0.82	Strongly agree
2. To come up with a decision, I integrate my thoughts with my subordinates.	4.19	0.90	Agree
3. I collaborate with my subordinates to solve problems that meet our standards.	4.40	0.98	Strongly agree
4. I provide my subordinates with precise information to resolve a problem.	4.24	1.08	Strongly agree
5. I voice all our concerns so they can be remedied as best as possible.	4.19	0.96	Agree
6. I work with my subordinates to reach judgments that are agreeable to us.	4.30	0.88	Strongly agree
7. I collaborate with my subordinates to understand an issue.	4.31	0.88	Strongly agree
8. I openly accept suggestions raised by my subordinates.	4.09	1.08	Agree
Composite	**4.30**	**0.95**	***Strongly Agree***

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;

2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Among the eight (8) indicators, the highest mean score of 4.67 and an SD of 0.82 with "strongly agree" was evident for working with subordinates to solve problems. In contrast, the lowest mean score of 4.09 and an SD of 1.08 with an "agree" interpretation was evident for openly accepting suggestions raised by my subordinates. It can be gleaned from the data that administrators are collaborative in resolving conflict within their respective jurisdictions.

According to Atieno et al. (2016), managing conflict is vital to a principal's duties. Competition may substantially influence an educational facility or institution's atmosphere, culture, and climate. Administrators integrate themselves to find the best possible or alternative solution (Villanueva & Moleno, 2022) that might fit to resolve conflict to arrive at a common ground (Mangulabnan et al., 2021). According to Atieno et al. (2016), administrators who use this technique ensure that all sides have an equal voice in the decision-making process and that their thoughts and opinions are considered.

Though administrators collaborate, accepting suggestions was the least picked among the indicators. This denotes that administrators investigate subordinates' perspectives and weigh decisions in detail.

Table 26 below presents the conflict resolution strategies of administrators-respondents towards teachers regarding accommodating strategy.

Table 26

Distribution of Data on Administrator-Respondents towards Teachers in Dealing with conflict in terms of Accommodating Strategy

Indicators	Mean	SD	Interpretation
1. I attempt to meet my subordinate's demands.	3.93	0.93	Agree
2. I comply with my subordinates.	3.76	1.01	Agree
3. I agree with my subordinate's proposal.	3.66	0.77	Agree
4. I attempt to meet my subordinate's standards.	3.55	0.98	Agree
Composite	**3.72**	**0.92**	*Agree*

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;

2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

In terms of employing an accommodating strategy of teachers towards administrators in dealing with conflict, the level of agreement of teacher-respondents in terms of conflict dealing towards administrators obtained a mean score of 3.72 and 0.92 corresponding standard deviations to denote "agree."

Among the four (4) indicators, the highest mean score of 3.93 and an SD of 0.93 with "agree" were evident for attempting to meet the subordinates' demands. In contrast, the lowest mean score, 3.55, and an SD of 0.98 with an "agree" interpretation, was attained to meet subordinate standards. It can be drawn from the data that even administrators attempt to prioritize by resolving teachers' issues and concerns to satisfy their demands (Mangulabnan et al., 2021). This denotes that administrators also look into their subordinates' welfare. In this case, administrators anticipate teachers' grievances before it leads to discontent or dissatisfaction. Manikandam and Dhanabhakyam (2022) affirmed that employee motivation would increase if grievances were acknowledged, recognized, and resolved expeditiously. Sourdin and Burstyner (2016) also argued that time is vital in resolving conflicts.

Table 27 on page 141 presents the conflict resolution strategies of administrators-respondents towards teachers in terms of competing strategies.

Regarding the employed competing strategy, the level of agreement of administrator-respondents in terms of conflict dealing

towards teachers obtained a mean score of 3.74 and 1.01 corresponding standard deviations to denote "agree."

Table 27

Distribution of Data on Administrator-Respondents towards Teachers in Dealing with conflict in terms of Competing Strategy

Indicators	Mean	SD	Interpretation
1. I scrutinize things before I agree.	4.12	1.17	Agree
2. I generally stand my ground.	3.68	0.98	Agree
3. I attempt to exceed the prevailing standards.	3.73	0.92	Agree
4. I ensure that my ideas are accepted.	3.62	0.98	Agree
5. I highlight my perspectives.	3.54	1.00	Agree
Composite	**3.74**	**1.01**	***Agree***

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree; 2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Among the five (5) indicators, the highest mean score of 4.12 and an SD of 1.17 with an "agree" interpretation was evident for scrutinizing things before I agree. In contrast, the lowest mean score of 3.54 and an SD of 1.00 with "agree interpretation" was evident for highlighting my perspectives.

It can be gleaned that administrators are of high authority; further assessment is crucial before approval. Republic Act 9155, commonly known as the "Governance of Basic Education Act of 2001," is the legislation that gives administrators the authority to carry out their duties. As a result, administrators are also responsible for delivering essential educational services. As a result, they are stringent and examine everything exceptionally carefully.

Similarly, decision-making is crucial. The technicalities and legalities shall be considered prevailing administrators' decisions in the management. People who use competitive techniques have a high esteem for themselves and often put on displays of strength and domination. When an administrator takes hold of this approach, it underscores his determination to control the issue.

Table 28 below presents the administrators-respondents' conflict resolution strategies towards teachers regarding avoiding strategy.

Table 28

Distribution of Data on Administrator-Respondents towards Teachers in Dealing with conflict in terms of Avoiding Strategy

Indicators	Mean	SD	Interpretation
1. I avoid confrontation and keep my subordinates' problems to myself.	2.76	1.29	Neither agree nor disagree
2. I avoid arguments with my subordinates.	3.69	1.22	Agree
3. I avoid having any form of communication with my subordinates.	2.51	1.40	Neither agree nor disagree
4. I intend to step away from issues and concerns.	2.56	1.27	Neither agree nor disagree
Composite	**2.88**	**1.30**	***Neither agree nor disagree***

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;

2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Regarding the employed avoiding strategy, the level of agreement of administrator-respondents in terms of conflict dealing towards teachers obtained a mean score of 2.88 and 1.30 corresponding standard deviations to denote "neither agree nor disagree."

Among the four (4) indicators, the highest mean score of 3.69 and an SD of 1.22 with an "agree" interpretation was evident for avoiding having arguments with my subordinates. In contrast, the lowest mean score of 2.51 and an SD of 1.27 with a "neither agree nor disagree" interpretation was evident for avoiding communicating with my subordinates.

It can be gleaned that avoiding strategy was an approach that intentionally isolated himself into a situation. Avoiding strategy delays conflict resolution (Villanueva & Moleno, 2022). Professionals in the academe need to legally understand fundamental rights to foster peace among themselves (Sanchez-Danday, 2022). Thus, avoiding settling conflict narrows its chances of improving interrelationships, especially in a workplace that is expected to have harmony. Similarly, Imperial and Madrigal argued that work-related conflicts are more easily resolved than personal issues. This also proved that collaboration in the education sector as a top-picked strategy is deemed effective.

Consequently, people are more likely to work together harmoniously if they believe they have the right to speak their minds and lodge complaints about the inconveniences, frustrations, and unhappiness they experience (Vajpayee et al., 2023).

Table 29 on page 144 presents the administrators-respondents' conflict resolution strategies towards teachers regarding compromising strategy.

Table 29

Distribution of Data on Administrator-Respondents towards Teachers in Dealing with conflict in terms of Compromising Strategy

Indicators	Mean	SD	Interpretation
1. I attempt to find a middle ground when there is a misapprehension.	3.97	1.05	Agree
2. I suggest a compromise to break dead-end situations.	3.54	0.90	Agree
3. I negotiate with my subordinates to arrive at an agreement.	4.26	0.93	Strongly agree
4. I utilize "give and take" to compromise.	4.19	0.93	Agree
5. I settle with my subordinates to achieve "win-win solutions."	4.18	1.02	Agree
Composite	**4.03**	**0.96**	***Agree***

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;

2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Regarding employing a compromising strategy, the level of agreement of administrator-respondents in terms of conflict dealing with teachers obtained a mean score of 4.03 and 0.96 corresponding standard deviations to denote "agree."

Among the five (5) indicators, the highest mean score of 4.26 and an SD of 0.93 with a "strongly agree" interpretation was evident for negotiating with subordinates to arrive at an agreement. In contrast, the lowest mean score of 3.54 and an SD of 0.90 with an "agree" interpretation was evident for suggesting a compromise to break a dead-end situation.

It can be gleaned that risks are permanently affiliated with compromise. According to Mangulabnan et al. (2021), A crucial strategy that requires both parties to make concessions to one another is a compromise. It makes it possible for both parties to give up some of

the things if they want to arrive at an agreeable decision. However, administrators should lay out strategic contingency plans since compromise employs risks.

Table 30 below presents the summary of conflict resolution strategies of administrator respondents toward teachers in dealing with conflict.

Table 30

Summary of the Data Distribution on Conflict Resolution Strategies of Administrator-respondents towards Teachers in Dealing with Conflict

CONFLICT RESOLUTION STRATEGIES	Mean	SD	Interpretation
1. Collaborating	4.30	0.73	Strongly agree
2. Accommodating	3.72	0.71	Agree
3. Competing	3.74	0.73	Agree
4. Avoiding	2.88	1.01	Neither agree nor disagree
5. Compromising	4.03	0.70	Agree
Composite	**3.73**	**0.78**	*Agree*

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree; 2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Regarding administrators' employed conflict resolution strategy towards teachers in dealing with conflict, the level of agreement of administrator-respondents in terms of conflict dealing towards teachers obtained a mean score of 3.73 and 0.78 corresponding standard deviations to denote "agree."

Among the five (5) conflict resolution strategies, the collaborating strategy has the highest mean score of 4.30 and an SD of 0.73 with a "strongly agree" interpretation. In contrast, the lowest mean score of

2.88 and an SD of 1.01 with a "neither agree nor disagree" interpretation was evident for avoiding strategy. Administrators tend to work with their subordinates collaboratively, as reflected on page 136, when they work with their subordinates to solve problems. These findings affirmed Mehrad's (2015) claim that collaboration also deals with gaining acceptable solutions for both parties. The findings could be associated with Tancinco's (2016) claim that administrators manifesting openness and willingness to communicate regarding conflict resolution contributes to employee teamwork and gaining acceptable solutions for both parties.

Shanka and Thou (2017) argued that institutional and leadership were the primary sources of conflict. By amplifying this strategy, administrators will enable and improve interrelationships by acclimating to the workplace. Thus, this affirmed Villanueva and Moleno's (2022) assertions that collaborating was the highest-picked conflict resolution strategy.

These findings implied that administrators were collaborative toward conflict resolution with their subordinates. Since conflict is inevitable (ILGAN, 2020; Gumiran, 2021; Amie-Ogan & Nma, 2021), administrators should improve the use of collaborating strategy as a management style.

3.3 Teacher to Co-teacher

Table 31 below presents the conflict resolution strategies of teacher-respondents towards co-teachers in dealing with conflict.

Table 31

Distribution of Data on Teacher-Respondents towards Co-teachers in Dealing with conflict in terms of Collaborating Strategy

Indicators	Mean	SD	Interpretation
1. I work with my co-teacher to solve a problem.	4.40	0.57	Strongly agree
2. I collaborate with my co-teacher to solve problems that meet our standards.	4.18	0.59	Agree
3. I provide my co-teacher with precise information to resolve a problem.	4.16	0.61	Agree
4. I voice all our concerns so they can be remedied as best as possible.	4.09	0.66	Agree
5. I work with my co-teacher to reach judgments that are agreeable to us.	4.17	0.58	Agree
6. I collaborate with my co-teacher to understand an issue.	4.18	0.58	Agree
Composite	**4.19**	**0.60**	**Agree**

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;

2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Regarding the employed collaborating strategy, teacher respondents' level of agreement regarding conflict dealing towards co-teachers obtained a mean score of 4.19 and 0.60 corresponding standard deviations to denote "agree."

Among the six (6) indicators, the highest mean score of 4.40 and an SD of 0.57 with a "strongly agree" interpretation was evident for working with a co-teacher to solve a problem. In contrast, the lowest mean score of 4.09 and an SD of 0.66 with an "agree" interpretation

were evident for voicing all concerns so they could be remedied as best as possible.

As teachers work, they demonstrate efficiency and effectiveness in completing daily responsibilities while adhering to ethical and moral values. Mangulabnan et al. (2021) noted that people utilizing an integrating strategy find solutions to conflicts for the common good of the group.

Based on the data from page 136 and 155, the findings implied that teachers were collaborative, whether with administrators or their co-teachers. This reflects that teachers comply with the standards with the maximum conformity with the Article V Code of Ethics for Professional Teachers that underscore standards for doing business with colleagues in the organization. Though conflict is prevalent (Amie-Ogan & Nma, 2021; Gumiran, 2021), its inevitability (ILGAN, 2020; Mejia & Arpon, 2021) does not hamper these people from working together in a harmonious manner, which could promote job satisfaction (Gomathi, 2014).

Table 32 on page 149 presents the conflict resolution strategies of teacher-respondents towards co-teachers in terms of accommodating strategy.

Regarding the employed accommodating strategy, the level of agreement of teacher-respondents in terms of conflict dealing towards

co-teachers obtained a mean score of 3.78 and 0.75 corresponding

standard deviations to denote "agree."

Table 32

**Distribution of Data on Teacher-Respondents towards Co-teachers in
dealing with conflict in terms of Accommodating Strategy**

Indicators	Mean	SD	Interpretation
1. I attempt to meet my co-teacher's demands.	3.94	0.71	Agree
2. I let my co-teacher's preferences prevail.	3.49	0.88	Agree
3. I comply with my co-teacher.	3.96	0.66	Agree
4. I concede with the co-teacher's strategy.	3.70	0.76	Agree
5. I agree with my co-teacher's proposal.	3.88	0.66	Agree
6. I attempt to meet my co-teacher's standards.	3.84	0.67	Agree
7. I allocate my time to finish my co-teacher's given task.	3.99	0.70	Agree
8. I allow my co-teacher to supersede my decision.	3.46	0.96	Agree
Composite	**3.78**	**0.75**	**Agree**

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;

2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Among the eight (8) indicators, the highest mean score of 3.99

and an SD of 0.70 with "agree" was evident for time allocation to finish

the co-teacher-given task. In contrast, the lowest mean score of 3.46

and an SD of 0.96 with an "agree" interpretation was evident for letting

the co-teachers decision prevail and allowing the co-teacher to

supersede the decision-making.

It can be noted that teachers were collaborative, even towards

decision-making. The data could also denote that teachers find time to

accomplish tasks that their co-teacher assigned and that, according to

Mangulabnan et al. (2021), this generosity and selflessness demonstrates an accommodating strategy by allowing both administrators to undermine decision-making while trying to meet their demands and standards as shown in page 129.

Table 33 below presents the conflict resolution strategies of teacher-respondents towards co-teachers in terms of accommodating strategy.

Table 33

Distribution of Data on Teacher-Respondents towards Co-teachers in dealing with conflict in terms of Competing Strategy			
Indicators	**Mean**	**SD**	**Interpretation**
1. I encourage my co-teachers to accept my viewpoint.	3.86	0.75	Agree
2. I attempt to exceed the prevailing standards.	3.87	0.72	Agree
3. I ensure that my ideas are accepted.	3.86	0.71	Agree
4. I highlight my perspectives.	3.90	0.73	Agree
Composite	**3.87**	**0.73**	*Agree*

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree; 2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

In terms of employed competing strategy, the level of agreement of teacher-respondents in dealing with conflict towards co-teachers obtained a mean score of 3.87 and 0.73 corresponding standard deviations to denote "agree."

Among the four (4) indicators, the highest mean score of 3.90 and an SD of 0.73 with "agree" interpretation was evident for highlighting perspectives. In contrast, the lowest mean score of 3.86 and an SD of 0.71 with "agree" interpretation was evident for

encouraging co-teachers to accept viewpoints and ensuring that ideas are welcomed with a mean score of 3.86 and an SD of 0.71. It can be noted that according to Villanueva and Moleno (2022), people utilizing competing strategies were dominant, and they have high regard for themselves (ILGAN, 2020; Mangulabnan et al., 2021).

The data indicated that teachers become competitive when compounded in a counter-competing scenario. People highlight their perspectives due to the diversity of viewpoints that incompatibilities promote competing environments. This only affirmed Gumiran's (2021) assertion that conflict is inseparable from human interaction.

On the other hand, this affirmed Imperial and Madrigal's (2021) postulation that administrators dealing with these types of teachers should apply appropriate conflict resolution and strategic intervention to prevent further conflict escalation, thus promoting a conflict-positive organization.

Table 34 on page 152 presents the conflict resolution strategies of teacher-respondents towards co-teachers in terms of avoiding strategy.

Regarding the employed avoiding strategy, the level of agreement of teacher-respondents in dealing with conflict towards co-teachers obtained a mean score of 3.46 and 1.04 corresponding standard deviations to denote "agree."

Table 34

**Distribution of Data on Teacher-Respondents towards Co-teachers in
Dealing with conflict in terms of Avoiding Strategy**

Indicators	Mean	SD	Interpretation
1. I avoid confrontation and keep my viewpoint to myself.	3.51	0.99	Agree
2. I attempt to avoid work-related confrontations with my co-teacher.	3.79	0.90	Agree
3. I avoid having any form of communication with my co-teacher.	3.28	1.18	Neither agree nor disagree
4. I intend to step away from issues and concerns.	3.52	0.96	Agree
5. I let others decide on my issues with my co-teacher.	3.18	1.15	Neither agree nor disagree
Composite	**3.46**	**1.04**	**Agree**

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;
2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

Among the five (5) indicators, the highest mean score of 3.79 and an SD of 0.90 with an "agree" interpretation was evident for avoiding work-related confrontations with co-teachers. In contrast, the lowest mean score of 3.18 and an SD of 1.15 with a "neither agree nor disagree" interpretation was evident for letting others decide on the issues with co-teachers.

It can be gleaned that people utilizing avoidance are willing to step away from the situation to steer clear of the problem (Villanueva & Moleno, 2022).

It can be drawn from page 132 that both indicators have been the top and lowest picked. This shows that teachers, whether confronting their administrators or co-teachers, preferred to stand back from disputes. However, this also leads to non-resolving of conflict.

However, since conflict is inseparable from human life (Gumiran, 2021) and no one-size-fits-all solution (Imperial & Madrigal, 2021) can remedy disputes that prevail in the workplace, communication should be developed.

Table 35 below presents the conflict resolution strategies of teacher-respondents towards co-teachers in terms of compromising strategy.

Table 35

Distribution of Data on Teacher-Respondents towards Co-teachers in dealing with conflict in terms of Compromising Strategy

Indicators	Mean	SD	Interpretation
1. I attempt to find a middle ground when there is a misapprehension.	3.85	0.77	Agree
2. I suggest a compromise to break dead-end situations.	3.78	0.80	Agree
3. I negotiated with my co-teacher to arrive at an agreement.	4.13	0.58	Agree
4. I utilize "give and take" to compromise.	4.13	0.64	Agree
5. I settle with my co-teacher to achieve "win-win solutions."	4.09	0.67	Agree
6. To address conflict, I give up my concerns.	3.27	1.12	Neither agree nor disagree
Composite	**3.88**	**0.76**	***Agree***

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree; 2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

In terms of employing a compromising strategy, the level of agreement of teacher-respondents in dealing with conflict towards co-teachers obtained a mean score of 3.88 and 0.76 corresponding standard deviations to denote "agree."

Among the six (6) indicators, the highest mean score of 4.13 and an SD of 0.58 and 0.64 with "agree" interpretation was evident for both

negotiating with the co-teacher to agree and utilizing "give and take" to compromise. In contrast, the lowest mean score of 3.27 and an SD of 1.12 with a "neither agree nor disagree" interpretation was evident; to address conflict, I give up my concerns. It can be gleaned that negotiation comes with terms and conditions that both parties undertake. However, arriving at a mutually acceptable resolution takes risks (Villanueva & Moleno, 2022).

The data also affirmed that a "give-and-take" solution compromises their desires in return for accepting favor (Mangulabnan et al., 2021). This type of person agrees; however, terms and conditions should be laid out as soon as possible, and agreement depends on how their perceived resolution can be reciprocated.

Table 36 on page 155 presents the summary of conflict resolution strategies of teacher respondents towards teachers in dealing with conflict.

Regarding employed conflict resolution strategy, teachers-respondents' level of agreement regarding conflict dealing towards teachers obtained 3.84 and 0.61 corresponding standard deviations "agree."

Among the five (5) conflict resolution strategies, the collaborating strategy obtained the highest mean score of 4.19 and an SD of 0.49 with an "agree" interpretation. In contrast, the avoiding strategy had

the lowest mean score of 3.46 and an SD of 0.83 with an "agree"
interpretation.

Table 36

**Summary of the Data Distribution of Conflict Resolution Strategies of
Teachers towards Co-teachers in Dealing with Conflict**

CONFLICT RESOLUTION STRATEGIES	Mean	SD	Interpretation
1. Collaborating	4.19	0.49	Agree
2. Accommodating	3.78	0.59	Agree
3. Competing	3.87	0.59	Agree
4. Avoiding	3.46	0.83	Agree
5. Compromising	3.88	0.55	Agree
Composite	**3.84**	**0.61**	***Agree***

Scale: 5.00-4.21= Strongly agree; 4.20-3.41=Agree; 3.40-2.61=Neither agree nor disagree;
2.60-1.81=Disagree; 1.80-1.00=Strongly disagree.

It can be gleaned from Page 136 and page 145 that teachers to
administrators and administrators to teachers' conflict dealing were
evident to have a collaborating strategy as their preferred strategy in
conflict resolution. This could mean the respondents were assertive and
cooperative in finding solutions for the common good (Mangulabnan et
al., 2021) and seeking alternative solutions for their satisfaction
(Villanueva & Moleno, 2022). Thus, according to Cadiz et al. (2016),
teachers perceived collaborating strategy as the most effective among
the five indicators.

These findings implied that teachers were collaborative towards
their administrator and with co-teachers, as reflected on page 127. This
indicated that teachers treat both administrators and co-teachers
equally regardless of position.

4. Is there a significant difference between teachers' level of awareness on grievance machinery when grouped according to demographic profile?

Table 37 below presents the teacher's level of awareness regarding sex.

Table 37

Distribution of Data on the Differences in the Teacher-respondents in terms of Sex

Variable	Sex		t-value	sig.	Decision Ho	Conclusion
	Male	Female				
1. Grounds for Grievances	3.10	2.96	1.402	.162	Accept	Not Significant
2. Grievance Procedure	2.88	2.89	-.137	.891	Accept	Not Significant
3. Grievance Committee Jurisdiction	2.91	2.84	.668	.505	Accept	Not Significant
4. Grievance Committee Responsibility	2.96	2.98	-.191	.848	Accept	Not Significant

Criteria: ≤ 0.05- Reject Significant, ≥0.05 Accept Not Significant

Using the independent samples t-test, the overall result in the difference of teachers' awareness in the grievance machinery according to sex obtained no statistically significant difference between male and female teacher-respondents based on the given data, as all p-values are greater than the significance level of 0.05. Therefore, the null hypothesis is accepted.

This implied that irrespective of sex, the respondents' assessment was the same in the level of awareness in the grievance machinery. This indicated that grievance machinery may effectively reach and inform teachers of both sexes. Thus, both sexes tend to be educated with grievance machinery in the agency.

Though there was a considerable number of females compared to males, as shown on page 100, teachers' intentions jived to reach the DepEd vision and mission, constituting the organization's success. It can be gleaned that despite sex differences, teachers could adjust and be adaptive to their workplaces. They were making gender equality prevalent in the school environment.

However, it is crucial to acknowledge that this data is based on self-reported impressions and may not include any underlying problems or concerns related to information availability or engagement in the complaint resolution procedure.

Table 38 on page 158 presents the differences in the teachers-respondent's level of awareness in terms of demographic profile.

Using the ANOVA (F) Test, the overall result in the difference of teachers' awareness in the grievance machinery obtained no statistically significant difference irrespective of age, civil status, years in the service, category of position, and highest educational attainment as all p-values are greater than the significance level of 0.05. Therefore, the null hypothesis is accepted.

This implied that irrespective of demographic profile, the respondents' assessment was the same in the level of awareness in the grievance machinery. This may indicate that grievance machinery may be reaching and informing regardless of age, civil status, service years, position category, and highest educational attainment.

Table 38

Distribution of Data on the Differences in the Teacher-respondents Level of Awareness in Terms of Age, Civil Status, Years in the Service, Category of Position, Highest Educational Attainment

Demographic Profile	Variable	F-value	sig.	Decision Ho	Conclusion
1. Age	Grounds for Grievances	.380	.891	Accept	Not Significant
	Grievance Procedure	.807	.566	Accept	Not Significant
	Grievance Committee Jurisdiction	1.386	.221	Accept	Not Significant
	Grievance Committee Responsibility	1.040	.400	Accept	Not Significant
2. Civil Status	Grounds for Grievances	.260	.771	Accept	Not Significant
	Grievance Procedure	.193	.825	Accept	Not Significant
	Grievance Committee Jurisdiction	.688	.503	Accept	Not Significant
	Grievance Committee Responsibility	.514	.599	Accept	Not Significant
3. Years in the service	Grounds for Grievances	.451	.844	Accept	Not Significant
	Grievance Procedure	.532	.784	Accept	Not Significant
	Grievance Committee Jurisdiction	.166	.986	Accept	Not Significant
	Grievance Committee Responsibility	.173	.984	Accept	Not Significant
4. Category of position	Grounds for Grievances	.806	.522	Accept	Not Significant
	Grievance Procedure	.753	.557	Accept	Not Significant
	Grievance Committee Jurisdiction	.428	.788	Accept	Not Significant
	Grievance Committee Responsibility	.350	.844	Accept	Not Significant
5. Highest Educational Attainment	Grounds for Grievances	1.409	.232	Accept	Not Significant
	Grievance Procedure	1.712	.148	Accept	Not Significant
	Grievance Committee Jurisdiction	.168	.954	Accept	Not Significant
	Grievance Committee Responsibility	.443	.778	Accept	Not Significant

Criteria: ≤ 0.05- Reject Significant, ≥0.05 Accept Not Significant

It can be gleaned that teachers are dynamic individuals who can adapt to uncertain environments and that awareness of DepEd-sanctioned memorandums is necessary. Since the Department of Education is a bureaucratic agency, the data could denote that the agency is actively updating its personnel on the guidelines and quasi-

judicial laws being implemented nationwide, including the DepEd Order no. 35, s. 2004 or the grievance machinery.

On the other hand, the data negates Lawrence's 2016 (as cited in Monish & Dhabanabhakyam's 2022) assertion that education has a significant difference compared to the grievance management procedure.

This partially explains the fact that the Schools Division of Las Piñas, through its Legal Unit's provision of capacity-building seminars for faculty and school leaders, has educated and brought awareness to the teachers, resulting in a zero-record of cases due to the resolution of grievances at the lowest possible level. The data also noted that the SDLP is seriously treating teachers' issues, concerns, dissatisfactions, and discontentment, and no further escalation record was reported. This could also illustrate that school grievance committees are functional.

Generally, the Schools Division Office is transparent; thus, good governance and best practices are in place. Organizations may effectively tackle problems, encourage openness, and maintain justice by establishing strong grievance management procedures. Incorporating robust grievance management methods demonstrates an organization's commitment to fostering a harmonious work environment characterized by trust, respect, and transparent communication. Organizations may cultivate a culture of openness, fairness, and continuous development by proactively addressing issues via

established channels. This can eventually increase productivity and overall success of the whole Schools Division.

5. Is there a significant difference in the Administrators' respondents' conflict resolution strategies when grouped according to demographic profile?

Table 39 below presents the differences in the administrators-respondents in terms of sex.

Table 39

Distribution of Data on the Differences in the Administrator Respondents' Conflict Resolution Strategies in Terms of Sex

Variable	Male	Female	t-value	sig.	Decision Ho	Conclusion
1. Collaborating	4.31	4.29	.115	.909	Accept	Not Significant
2. Accommodating	3.54	3.78	-.1.377	.172	Accept	Not Significant
3. Competing	3.63	3.77	-.777	.439	Accept	Not Significant
4. Avoiding	2.28	2.94	-1.037	.303	Accept	Not Significant
5. Compromising	3.90	4.07	-.989	.325	Accept	Not Significant

Criteria: ≤ 0.05- Reject Significant, ≥0.05 Accept Not Significant

Using the independent samples t-test, the overall result in the difference of administrator-respondent's conflict resolution strategies according to sex obtained no statistically significant difference between male and female administrators based on the given data, as all p-values are greater than the significance level of 0.05, therefore, the null hypothesis is accepted.

This implied that regardless of sex, the respondents' assessment was the same in utilizing conflict resolution strategy. However, despite administrators' domination in occupying administrative positions in junior high schools, it can be gleaned from page 107-108 that women dominated the administrators from this study. Despite sex differences,

administrators could adjust and become adaptive to their environment—making gender equality among the faculty prevalent in the school environment.

The findings affirmed Mejia and Arpon's (2021) assertions that the conflict management style has no direct relationship with sex. On the other hand, the findings of this study argued with Batool et al. (2016) that male administrators are more effective in managing schools than females. Lastly, irrespective of sex, administrators were found to have diverse views of utilizing conflict resolution strategies depending on the gravity of the situation.

Table 40 on page 162 presents the differences in the administrators-respondents conflict resolution strategies in terms of demographic profile.

Using the ANOVA (F-test), the overall result in the difference of administrator-respondents conflict resolution strategies according to demographic variables obtained no statistically significant difference, as all p-values are greater than the significance level of 0.05. However, the "Accommodating" variable in the "Years of Experience as a Former Teacher" category is significant, with an F-value of 2.676 and a sig-value of .020. Therefore, the null hypothesis is rejected.

There is a statistically significant variation in the preferred conflict resolution strategy among administrators, depending on their prior experience as a teacher.

Table 40

Distribution of Data on the Differences in the Administrator-Respondents in Terms of Age, Civil Status, Years of Experience as a Former Teacher, Highest Educational Attainment, Category as Administrator, and Years of Administrative Experience

Demographic Profile	Variable	F-value	Sig.	Decision Ho	Conclusion
1. Age	Collaborating	1.174	.327	Accept	Not significant
	Accommodating	.748	.612	Accept	Not significant
	Competing	2.080	.064	Accept	Not significant
	Avoiding	.801	.572	Accept	Not significant
	Compromising	1.545	.173	Accept	Not significant
2. Civil Status	Collaborating	.048	.953	Accept	Not significant
	Accommodating	.106	.900	Accept	Not significant
	Competing	.019	.981	Accept	Not significant
	Avoiding	.094	.911	Accept	Not significant
	Compromising	.073	.929	Accept	Not significant
3. *Years of Experience as a Former Teacher*	Collaborating	1.109	.364	Accept	Not significant
	Accommodating	*2.676*	*.020*	*Reject*	*Significant*
	Competing	1.872	.095	Accept	Not significant
	Avoiding	1.105	.366	Accept	Not significant
	Compromising	1.283	.273	Accept	Not significant
4. Highest Educational Attainment	Collaborating	1.993	.102	Accept	Not significant
	Accommodating	1.378	.248	Accept	Not significant
	Competing	.926	.453	Accept	Not significant
	Avoiding	1.916	.115	Accept	Not significant
	Compromising	.694	.598	Accept	Not significant
5. Category as Administrator	Collaborating	1.388	.251	Accept	Not significant
	Accommodating	1.686	.176	Accept	Not significant
	Competing	.357	.784	Accept	Not significant
	Avoiding	1.988	.121	Accept	Not significant
	Compromising	.987	.403	Accept	Not significant
6. Years of Administrative Experience	Collaborating	.316	.927	Accept	Not significant
	Accommodating	.565	.757	Accept	Not significant
	Competing	.838	.544	Accept	Not significant
	Avoiding	.123	.993	Accept	Not significant
	Compromising	.892	.505	Accept	Not significant

Criteria: ≤ 0.05- Reject Significant, ≥0.05 Accept Not Significant

This suggests that age, marital status, teaching experience, education attainment, and administrative position may not directly impact how individuals handle conflict situations. This indicates that administrators with more teaching experience tend to favor an accommodating approach more than those with less expertise.

Though Mejia and Arpon (2016) argued that educational attainment had a significant relationship with educational attainment, this study deviates from its differences. The "Accommodating" variable may be influenced by the number of years of experience as a former teacher, and this difference is statistically significant based on the analysis.

In practical terms, this could mean that administrators with varying years of experience as former teachers may exhibit different levels of accommodation in their responses, and this difference is not likely due to random chance. Further investigation or analysis may be needed to understand the nature of this difference and its implications.

A seasoned teacher with several years of experience has a crucial understanding of the significance of adaptation to cater to the requirements of the learners, parents, and the school. Every event contributes a distinct viewpoint on personal and professional perspectives. Throughout their tenure in the service, these administrators have acquired a profound comprehension of the conflict, its resolution, people's history, and diverse personalities. As conflict arises, these administrators customize and improvise their approach according to how it may be resolved. By acknowledging the conflict from diverse perspectives, these people's understanding evolved into resilient and competent individuals.

This experience provides opportunities for diverse viewpoints, cultivating analytical reasoning abilities and promoting empathy among subordinates and colleagues. Ultimately, Getzels and Guba (1957) adhere to these circumstances. People's relationships are in a hierarchy in which they are enveloped with different expectations and roles. As these professionals develop their senses, they adapt to every situation differently.

6. Are there a significant difference in the conflict resolution strategies among the following:

6.1 Teacher to Administrator versus Administrator to Teacher

Table 41 below presents the differences in the teacher-to-administrator versus administrator-to-teacher in dealing with conflict.

Table 41

Distribution of Data on the Significant Differences in the Teacher-to-administrator versus Administrator-to-teacher

Variable	Mean		t-value	sig.	Decision Ho	Conclusion
	T vs A	A vs T				
1. Collaborating	4.22	4.30	-1.218	.224	Accept	Not significant
2. Accommodating	3.85	3.72	1.587	.115	Accept	Not significant
3. Competing	3.85	3.74	1.394	.166	Accept	Not significant
4. Avoiding	*3.44*	*2.88*	*4.863*	*.000*	*Reject*	*Significant*
5. Compromising	*3.65*	*4.03*	*-4.590*	*.000*	*Reject*	*Significant*

Criteria: ≤ 0.05- Reject Significant, ≥0.05 Accept Not Significant

Using the independent samples t-test, the overall result in the difference of administrator-to-teacher versus teachers-to-co-teacher conflict resolution strategies obtained a statistically significant difference for avoiding with a t-value of 4.863 and sig value of .000 and

compromising with a t-value of -4.590 and a t-value of .000 based on the given data except for as all p-values are greater than the significance level of 0.05.

Sanchez-Danday (2022) underscored that legal consciousness is vital for service members of the academic community. Thus, in the Philippines, the Civil Service MC no. 1 series 2001 was moved into legislation to act as a catalyst of harmony and later adopted by the Department of Education through the DepEd Order no. 35, s. 2004. This movement aimed to create a conflict-free workplace solution that embodies peace and harmony among people.

Since there is a significant difference between teachers' and administrators' mean scores on avoiding and with teachers scoring higher than administrators, this suggests that teachers are more likely to avoid conflict than administrators, with a mean score of 3.44 compared to administrators with a mean score of 2.88. Mehrad (2015) argued that avoiding strategy effectively deals with conversational transactions. Similarly, Rahim 1992 (as cited in Mangulabnan et al. 2021) illustrated that by avoiding someone who opted to and intentionally step away from the situation in which conflict is prevalent, and likewise, Kreiner & Kinicki (2004), and Robbins & Judge 2009 (as cited in Obuobisa-Darko, 2014) withdraw.

On the other hand, it also appeared that administrators scored higher than teachers. This implies that administrators are more likely

to seek compromise than teachers, with a mean score of 4.03, which tends to be more compromising than their teachers in dealing with conflict. The data suggests that administrators are inclined to be more compromising to work toward mutually beneficial (Obuobisa-Darko, 2014; Villanueva & Moleno, 2022; Mangulabnan et al., 2021) and give-and-take concessions.

Moreover, these results have numerous implications for educational administrators. Initially, the researcher suggests that administrators should prioritize establishing solid connections with teachers characterized by mutual respect and cooperation. Furthermore, it is recommended that administrators know about the distinct conflict resolution strategies teachers and administrators have shown. They should also be ready to enhance their conflict style in response. Lastly, administrators should establish a school culture that emphasizes compromise and cooperation.

On the other hand, based on the data gathered indicated that teachers and administrators are equally likely to collaborate, accommodate, and compete, which is a pleasing sign of being cooperative. While competing remains beneficial, though it is at an assertive pace, it remains beneficial to both actors.

The researcher on power dynamics noticed that administrators often wield greater authority within the school hierarchy, which may affect how they handle disagreements. It is possible that they feel more

at ease avoiding problematic confrontations or using techniques involving compromise to preserve authority and order. On the other hand, teachers could feel driven to avoid disagreement with administrators out of fear of sanctions or constraints on their careers.

The nature of the conflict may also play a role in determining the resolution strategy. In situations where cooperation is essential, instructors may be more inclined to compromise when disagreeing with their co-teachers.

Communication and trust within the educational environment may influence avoiding and compromise methods. Both teachers and administrators may be more willing to compromise if they can communicate their concerns comfortably and collaborate to discover answers.

6.2 Teachers-to-administrator versus Teacher-to-co-teacher

Table 42 below presents the differences in the teacher-to-administrator versus teacher-to-co-teacher in dealing with conflict.

Table 42

Distribution of Data on the Significant Differences in the Teacher to Administrator versus Teacher to Co-teacher

Variable	Mean		t-value	sig.	Decision Ho	Conclusion
	T vs A	T vs CT				
1. Collaborating	4.22	4.19	.521	.602	Accept	Not significant
2. Accommodating	3.85	3.78	1.365	.173	Accept	Not significant
3. Competing	3.85	3.87	-.371	.711	Accept	Not significant
4. Avoiding	3.44	3.46	-.153	.878	Accept	Not significant
5. Compromising	*3.65*	*3.88*	*-4.142*	*.000*	*Reject*	*Significant*

Criteria: ≤ 0.05- Reject Significant, ≥0.05 Accept Not Significant

Using the independent samples t-test, the overall result in the difference of administrator-to-teacher versus teachers-to-co-teacher conflict resolution strategies obtained a statistically significant difference for compromising with a t-value of -4.142 and a t-value of .000 based on the given data except for as all p-values are greater than the significance level of 0.05.

The data indicated a significant difference between teacher-to-administrators and teachers-to-co-teachers' scores on utilizing compromising in dealing with conflict, with teachers-co-teachers scoring higher than teachers-to-administrators. This suggests that teachers compromise with their co-teachers with a mean score of 3.88, which varies from teachers' treatment to their administrators with a mean score of 3.65, respectively, as indicated on page 165.

The data suggested that teachers compromise with their co-teachers and sort out conflict in a mutually acceptable decision, as argued by Obuobisa-Darko (2014), Villanueva and Moleno (2022), and Mangulabnan et al. (2021), these people make amends to arrive at give-and-take concessions as reflected on page 153.

Generally, the comparative analysis showed no notable variations in the variables for collaboration, accommodation, competition, and avoidance between Teachers-to-administrators and Teachers-co-teachers. This implied they generally approach these interactions in similar ways.

On the other hand, the researcher noticed that teachers compromise with their administrators in varied ways because of their authority. In addition, teacher' high mean scores might be because of their level in the rank-and-file whom they believe will help them in return; either way, these approaches both compromise and resolve conflict at the lowest possible level, as also aimed by the DepEd Order no. 35, s. 2004.

Moreover, since there was a notable variation in accommodating strategy, it signified different treatment from both perspectives. The researcher noticed that administrators should promote constructive connections among instructors and co-teachers by engaging in team-building exercises, establishing common objectives, and fostering transparent communication. Provide training opportunities that address different conflict styles, helping teachers and co-teachers navigate disagreements constructively.

As a result of the hierarchical structure of the connection between administrators and teachers, teachers need to be at a higher level than administrators. They may be more inclined to compromise to prevent the disagreement from becoming more severe or facing possible repercussions. On the other hand, administrators may have greater power because they feel less pressure to compromise quickly.

The disputes between colleagues often include pursuing common objectives and working together. When finding beneficial solutions for

both parties and maintaining excellent working relationships, compromise may be a helpful strategy to discover answers. Alternatively, confrontations between administrators and teachers may entail topics such as differences in policies or performance ratings. In these cases, compromises may seem more like concessions owing to the uneven power relations that exist between the two parties.

There is a possibility that the communication channels between administrators and teachers are less open or frequent, which might result in misunderstandings and hinder the possibility of reaching a solution. Within the context of this dynamic, trust may also be weak, contributing to a reluctance to make compromises.

As a result of the fact that collaborative work often encourages open communication and a feeling of trust, compromise represents a more natural and productive approach to the resolution of differences.

During scenarios between administrators and teachers, teachers may experience pressure to accept concessions that affect them, resulting in resentment and unsolved problems. Similarly, a reluctant mindset to compromise on either side may harm growth and cooperation.

6.3 Administrator-to-Teacher versus Teacher-to-Co-teacher

Table 43 on page 171 presents the differences in the administrator-to-teacher versus teacher-to-co-teacher in dealing with conflict.

Table 43

Distribution of Data on the Significant Differences in the Administrator to Teacher versus Teacher to Co-teacher

Variable	Mean		t-value	sig.	Decision Ho	Conclusion
	A vs T	T vs Ct				
1. Collaborating	4.30	4.19	1.490	.137	Accept	Not significant
2. Accommodating	3.72	3.78	-.746	.456	Accept	Not significant
3. Competing	3.74	3.87	-1.584	.115	Accept	Not significant
4. Avoiding	*2.88*	*3.46*	*-4.885*	*.000*	*Reject*	*Significant*
5. Compromising	*4.03*	*3.88*	*2.093*	*.037*	*Reject*	*Significant*

Criteria: ≤ 0.05- Reject Significant, ≥0.05 Accept Not Significant

Using the independent samples t-test, the overall result in the difference of administrator-to-teacher versus teachers-to-co-teacher conflict resolution strategies obtained a statistically significant difference for avoiding with a t-value of -4.885 and a sig value of .000 and compromising with a t-value of -4.142 and a t-value of .000 based on the given data except for as all p-values are greater than the significance level of 0.05.

The conflict resolution strategy administrators used toward teachers and teachers towards co-teachers shows notable variations in these two dimensions. Teachers' interaction with co-teachers tends to actively avoid disagreement, with a mean score of 3.46, as reflected and explained on pages 152-153 and 142-143, compared with the avoiding strategy employed by administrators towards teachers, with a mean score of 2.88. The data indicated that teachers are likelier to utilize the avoiding strategy prevalent in the Division of Las Piñas City Junior High Schools. The findings concurred with Villanueva & Moleno

(2022) that persons utilizing this strategy are knowledgeable of the issues, so stepping away from the situation is their resolve, and that appears to (Kreiner & Kinicki, 2004; Robbins & Judge, 2009 as cited in Obuobisa-Darko, 2014) withdraw or suppress the situation.

On the other hand, administrators' CRS toward teachers is more inclined to seek compromise, with a mean score of 4.03, compared to teacher CRS towards co-teachers, with a mean score of 3.88. This suggests that administrators compromise with their teachers to find (Obuobisa-Darko, 2014; Villanueva & Moleno, 2022) mutually acceptable solutions and utilize give and take (Mangulabnan et al., 2021), which allows both administrators and teachers to find the best fit solution for their issues and concerns as affirmed and reflected on page 144.

Therefore, the data indicated notable variation between the respondents' avoiding and compromising strategies. The researcher noticed that administrators modeled compromising behaviors in fostering a school culture. Thus, administrators should acknowledge the potential influence of different roles and responsibilities on interaction styles. Administrators might avoid conflict due to perceived power dynamics or a focus on maintaining efficiency.

The researcher underscored that conflict resolution, including education, is crucial in all professional settings. There were notable

disparities in the strategies adopted regarding resolving disagreements between administrators-to-teachers and teachers-to-coaches.

Administrators have a vital responsibility to preserve a favorable working atmosphere for teachers. Administrators must address disagreements with a comprehensive understanding of their responsibilities as leaders when disagreements emerge. To mitigate disputes, prioritize the establishment of transparent communication channels and cultivate a collaborative culture. Administrators may effectively mitigate disputes by establishing explicit standards and providing comprehensive assistance to teachers.

Conversely, when disagreements occur between teachers and co-teachers, the approach to resolving them may vary. In such circumstances, both sides must acknowledge their mutual objective of ensuring the highest quality education for the learners. Teachers should use a conciliatory approach that entails attentive listening, recognizing differing viewpoints, and discovering shared interests. Teachers may preserve excellent professional relationships with their co-teachers by prioritizing the discovery of mutually advantageous resolutions instead of striving to triumph in personal conflicts.

Adopting a conflict-positive strategy is crucial in both situations. Conflicts should be seen as chances for development and enhancement rather than undesirable disturbances or barriers to avoid entirely. Administrators and teachers should welcome conflict as an inherent

aspect of the educational process and use it effectively to facilitate beneficial transformations inside schools.

By acknowledging the notable disparities in conflict resolution between administrators and teachers and between teachers and co-teachers and implementing appropriate and efficient strategies, educational institutions can cultivate cohesive work environments where all individuals feel encouraged and driven to provide optimal student education.

7. What are the predominant conflict management practices and strategies arising from administrative functions in terms of:

7.1 Planning

Table 44 below presents the Conflict Management Practices and Strategies in terms of Planning for Child Protection.

Table 44

Distribution of Data on Conflict Management Practices and Strategies in terms of Planning Child Protection

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Avoiding	24	26	2
2. Competing	46	49	1
3. Accommodating	5	5	5
4. Compromising	10	11	3
5. Collaborating	9	10	4

*Multiple responses

In terms of conflict management practices and strategies in planning for child protection, many administrator-respondents preferred competing strategies for proceeding to the filing of administrative

complaints on a "motu proprio" basis without consulting the teacher involved, with 46, or 49% of responses, which ranked the first. The accommodating strategy was the least preferred among the five indicators in dealing with conflict in planning regarding child protection for working together with guidance advocates/coordinators to settle the problem and process the complaint with 5, or 5% responses, which ranked the fifth.

It can be gleaned from the data that administrators process child protection concerns by DepEd Order 40, s. 2012, also known as the Child Protection Policy. It also indicates that administrators were focused on protecting the child's best interest, which is their primary duty as its chairperson.

In this case, a competing strategy is utilized to instill and justify that cases about child abuse shall not be settled but rather be referred to the proper authority and shall never be brought to the grievance machinery. By utilizing this strategy, the administrator dominates the decision-making (Villanueva & Moleno, 2022) as part of the chairperson of the child protection committee.

Table 45 on page 176 presents the conflict management practices and strategies in terms of planning for teacher workloads.

In terms of conflict management practices and strategies in planning for teacher workloads, most administrator respondents preferred competing strategy for issuance of the memorandum for the

implementation of the class program with 47, or 50% responses, which ranked 1st, while the accommodating strategy was the least preferred for sitting together to realign the class program with the complainant and HTs, MTs, TICs and have them to temporarily assume ancillaries with 9, or 10% responses which ranked fifth.

Table 45

Distribution of Data on Conflict Management Practices and Strategies in terms of Planning Teacher Workloads

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Compromising	10	11	4
2. Avoiding	15	16	2
3. Competing	47	50	1
4. Accommodating	9	10	5
5. Collaborating	13	14	3

*Multiple responses

It can be gleaned that administrators can present decisions by issuing a memorandum as part of the documentation. To minimize its impact, they are empowered to localize interventions as they perceive challenges in their respective schools through R.A 9155.

On the other hand, administrators' decisions are crucial, and they allow implementation of each PPA as they see fit. However, administrators should consider that communication is integral to solving conflict (Gumiran, 2021) in school administration.

The researcher observed that competing or dominating strategies are common approaches of administrators. They are responsible for administrative and instructional supervision of personnel and the school

or institution they were stationed based under Republic Act 9155, also known as "Governance of Basic Education of 2011".

Table 46 below presents the conflict management practices and strategies in terms of planning for the school improvement plan.

Table 46

Distribution of Data on Conflict Management Practices and Strategies in terms of Planning School Improvement Plan

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Accommodating	12	13	3
2. Compromising	9	10	4
3. Competing	55	59	1
4. Collaborating	3	3	5
5. Avoiding	15	16	2

*Multiple responses

Regarding conflict management practices and strategies in planning for school improvement plans, the administrator-respondents preferred competing strategies for suspending the SIP implementation with 55, or 59% responses, which obtained the first rank, while the collaborating strategy was the least picked among the five indicators for implementing SIP and collaborating with stakeholders with 3, or 3% responses which ranked fifth among the indicators. It can be gleaned that by the DepEd Order 44, s. 2015, a School Improvement Plan (SIP) is a school's roadmap that outlines specific interventions to be implemented over three years with community and stakeholder support. This was benchmarked under the Republic Act 9155, empowering administrators or school heads to craft programs, projects, and activities locally for continuous improvement.

According to Villanueva and Moleno (2022), competing strategies are the most utilized in the school administration. Additionally, these people found it more effective because it dominates decision-making.

The researcher observed that in the implementation of SIP, active partnership through the network and mobilization has a significant impact on materializing school PPAs and producing deliverables that are used as interventions and aid for learners' development. Thus, school administrators' active partnership with stakeholders will strengthen community relations.

Table 47 below presents the conflict management practices and strategies in terms of planning for safety and security.

Table 47

Distribution of Data on Conflict Management Practices and Strategies in in terms of Planning Safety and Security

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Avoiding	31	33	2
2. Compromising	2	2	5
3. Accommodating	7	7	4
4. Collaborating	10	11	3
5. Competing	44	47	1

*Multiple responses

In terms of conflict management practices and strategies in planning for safety and security, many of the administrator-respondents preferred competing strategy for ignoring the proposal of the SPTA and letting the school assess the situation since the issue is an internal concern, with 44, or 47% which ranked first among the conflict resolution strategies while compromising strategy was the least

preferred for consulting the situation with the legal unit and local government unit (LGU) and hire additional guards even if it would cost the school MOOE with 2, or 2% responses landed on the fifth rank.

It can be gleaned that the School Parent Teachers Association (SPTA) reports to their principal as their adviser and coordinator. Parents' active involvement in school-community relations is vital to materialize the implementation of the School Improvement Plan. However, SPTA can only serve as a support mechanism but is not limited to as imposed in the DepEd Order 013, s. 2022, also known as Omnibus Guidelines on the Regulation of Operations of Parent-Teacher Associations, but not as a safety and security enforcer. School administrators as a decision provider can override school organization recommendations, especially when it can be remedied internally through School Disaster Risk Reduction Management.

The researcher observed that communication is integral to solving conflict (Gumiran, 2021) in school administration. However, limitations and boundaries should be considered.

Table 48 on page 180 presents the conflict management practices and strategies in terms of planning for teachers' faculty office.

In terms of conflict management practices and strategies in planning for teachers' faculty office, many of the administrator respondents preferred the accommodating strategy of letting them share some space in the principal's office with themselves with 30, or

32% responses, which ranked first, while the compromising strategy was the least preferred for asking the faculty to mediate with the situation and address the teacher's concern however renovation or repair will take time with 4, or 4% responses which landed on the fifth rank. It can be gleaned that Grievance Machinery acts as a catalyst in resolving conflict. However, policy alone cannot eradicate conflict (Tancinco, 2016).

Table 48

Distribution of Data on Conflict Management Practices Strategies in terms of Planning Teachers Faculty Office

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Avoiding	14	15	4
2. Accommodating	30	32	1
3. Competing	22	23	3
4. Compromising	4	4	5
5. Collaboration	24	26	2

*Multiple responses

In addition, Imperial and Madrigal (2021) noted that effective leadership involves reasonable, just, and timely resolution. Thus, Jimenez and Galicia (2023) conferred that there is a significant relationship between instructional leadership and emotional competence.

According to Mangulabnan et al. (2021), this strategy was top-picked by administrators who sought the satisfaction of their constituents. Likewise, with a compromising strategy, administrators reach out for their teachers' welfare, ensuring they are well cared for, which could enhance job satisfaction (Gomathi, 2014).

7.2 Organizing

Table 49 below presents the conflict management practices and strategies in terms of organizing teachers' workload.

Table 49

Distribution of Data on Conflict Management Practices and Strategies in terms of Organizing Teacher's Workload

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Competing	6	6	4
2. Avoiding	57	61	1
3. Compromising	8	9	3
4. Collaborating	5	5	5
5. Accommodating	18	19	2

*Multiple responses

In terms of organizing the teacher's workload, the majority of the administrators preferred the avoiding strategy for ignoring teacher X's grievance, for it was the TIC call and responsibility with 57, or 61% responses which earned the first rank, while the collaborating strategy was the least preferred for the conduct of meeting with the entire project team and finish the job at once with 5, or 5% response which ranked the 5th among the conflict resolution strategies.

It can be gleaned that bureaucracy in the Department of Education is prevalent. Organizing primarily involves decentralizing tasks and delegating them to the appropriate person to work with them (Griffin, 2022). However, delegation should be supervised to avoid abuse of power. In this case, grievance machinery entails procedures to follow. Avoiding to act with grievances may result in dissatisfaction (Balamurugan & Shenbagapandian, 2016), thus hampering work

(Vajpayee et al., 2023). Thus, Shanka and Thou (2017) emphasized that dissatisfaction could lead to demotivation.

School administrators have an enormous and broader role in identifying, deliberating, realigning, and rectifying teachers' duty details as part of contingencies to ensure the operational capability of its faculty. The researcher observed that teachers who work well were given more tasks and ancillaries due to the belief that these people were reliable regarding output quality and accomplishment.

Table 50 below presents the conflict management practices and strategies in terms of organizing teachers' promotion.

Table 50

Distribution of Data on Conflict Management Practices and Strategies in terms of Organizing Teacher Promotion

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Accommodating	15	16	4
2. Compromising	30	32	1
3. Avoiding	17	18	3
4. Collaborating	11	12	5
5. Competing	21	22	2

*Multiple responses

In terms of conflict management practices and strategies in planning for a teacher's promotion, many of the administrator respondents preferred a compromising strategy for recommending Teacher A because she has already spent 25 years in the service and let the faculty members adjust to her management styles with 30, or 32% responses, the reason for it to earn the first rank, while collaborating strategy was the least preferred for managing the

situation of the applicants to discuss and decide among themselves who will pursue the application with 11, or 12% responses which landed on the fifth rank.

It can be gleaned that teacher promotion in the DepEd has quality standards followed by the Civil Service Commission. The data attested to Bongco & Abene's (2019) and Tancinco's (2016) assertion that, apart from recommendations, length of service is one of the primary factors in considering promotional eligibility regulated by specific guidelines from the DepEd. The researcher also observed that administrators can recommend applicants; this serves as a character reference that the applicants' psychosocial attributes are of good quality.

Table 51 below presents the conflict management practices and strategies in terms of organizing for offenses of habitual tardiness.

Table 51

Distribution of Data on Conflict Management Practices and Strategies in terms of Organizing Offenses on Habitual Tardiness

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Competing	12	13	2
2. Avoiding	64	68	1
3. Compromising	3	3	5
4. Collaborating	7	7	4
5. Accommodating	8	9	3

*Multiple responses

Regarding conflict management practices and strategies in organizing offenses on habitual tardiness, most administrator-respondents preferred avoiding strategy for disregarding the

memorandum reiterating the MC no. 23, s. 1998 with 64, or 68% responses, which earned first rank among the five indicators, while the compromising strategy was the least preferred for issuance of requests for comment to teachers violating the memorandum but not sending a copy to the school's division of human resources with 3 or 3% responses which landed fifth in rank.

It can be gleaned that school administrators have the duties and responsibilities to enforce mandated laws and quasi-judicial laws created by the DepEd. Furthermore, teachers are role models and conformers to the legal mandate of the Constitution (Code of Ethics for the Professional Teachers, 1998), and they are required to adhere as professionals.

However, school administrators intentionally employ avoidance to resolve conflict to prevent them from interfering. In addition, Villanueva and Moleno (2022) noted that this strategy delays the decision-making process.

Consequently, the researcher observed that administrators are strict in enforcing policies. To compromise, the school manager must firmly implement legal, civil service, and quasi-judicial laws to instill discipline in the faculty members.

Table 52 on page 185 presents the conflict management practices and strategies in terms of organizing grievance committee conflicts of interest.

Table 52

Distribution of Data on Conflict Management Practices and Strategies in terms of Organizing Grievance Committee Conflict of Interest

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Collaborating	27	29	2
2. Avoiding	9	10	3.5
3. Compromising	8	9	5
4. Accommodating	9	10	3.5
5. Competing	41	44	1

*Multiple responses

In terms of conflict management practices and strategies in organizing grievance committee conflict of interest, many of the administrator respondents preferred a competing strategy for retaining the grievance committee composition and disregarding the teacher complainant's request with 41, or 44% responses, which ranked first among the five indicators, while compromising strategy was the least preferred for discussing the issues and concerns of the complainant privately and defer his/her request with 8, or 9% responses which earned the fifth rank.

Consequently, it can be gleaned that the school grievance committee chairperson is the school head. Therefore, he controls who shall be appointed as part of the committee based on the DepEd Order no. 35, s. 2004 or the Grievance Machinery. On the other hand, it is also part of the complainant's rights to choose among the faculty members to whom he/she has confidence in facilitating the grievance hearing. In this scenario, the data confer with Villanueva and Moleno (2022) that the administrator utilizes a competing strategy to dominate

the decision-making. According to Mangulabnan et al. (2021) and ILGAN (2020), they regard themselves more than others.

Table 53 below presents the conflict management practices and strategies in terms of organizing curriculum implementation.

Table 53

Distribution of Data on Conflict Management Practices and Strategies in terms of Organizing Curriculum Implementation

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Competing	14	15	3
2. Avoiding	49	52	1
3. Collaborating	9	10	4
4. Compromising	4	4	5
5. Accommodating	18	19	2

*Multiple responses

In terms of conflict management practices and strategies in organizing curriculum implementation, the majority of the administrator respondents preferred the avoiding strategy for disregarding teachers' and parents' issues and concerns with 49, or 52% responses, which earned the first rank, while the compromising strategy was the least preferred for deferring implementation of the memorandum to render Saturday classes with 4, or 4% responses which landed on the fifth rank. However, HTs and MTs shall intensify their classroom observation to ensure that the Most Essential Learning Competencies are taught and delivered to learners. The Republic Act 9155 empowers school administrators to craft and formulate interventions needed to sustain the operational capacity in administrative and curricular aspects through a school improvement plan per the DepEd Order 44, s. 2015.

It can be gleaned that administrators are responsible for administering and supervising curricular implementation as part of instructional leadership (Jimenez & Galicia, 2023). However, by utilizing the avoiding strategy, the administrator keeps oneself away from communicating and insists on what is needed to keep track of the MPS ranking.

7.3 Directing

Table 54 below presents the conflict management practices and strategies in terms of directing for providing guidance counselors.

Table 54

Distribution of Data on Conflict Management Practices and Strategies in terms of Organizing Provision of Guidance Counselor

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Collaborating	17	18	3
2. Avoiding	32	34	1
3. Compromise	12	13	4
4. Competing	10	11	5
5. Accommodating	23	25	2

*Multiple responses

In terms of conflict management practices and strategies in directing the provision of guidance counselors, many administrator respondents preferred avoiding strategy for advising the head to have faith in the job, which is a noble calling. Perseverance is the key with 32, or 34% responses, which earned the first rank, while competing strategy was the least preferred with 10, or 11% responses, which landed on the fifth rank.

It can be gleaned that the ideal ratio in public school is one guidance counselor to five hundred learners: 1:500 as per the DepEd Order no. 77, s. 2010. However, this does not materialize in the field. Though the provision of guidance counselors depends on the availability of qualified professionals applying for the position and plantilla positions created by the civil service, the administrators utilizing avoidance on the grievance concern invalidates the lack of response to the prevalence of mental health concerns to which only registered guidance counselors were qualified to carry out counseling.

Guidance advocates were utilized as fillers for these positions. This affects not only the teaching staff but the entire school. Putting professionals in the right spot will form part of the strategic management of a school administrator, thus making a more functional faculty.

Table 55 below presents the conflict management practices and strategies in terms of organizing attendance at outside training.

Table 55

Distribution of Data on Conflict Management Practices and Strategies in terms of Directing Attendance to Outside Training

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Competing	32	34	2
2. Collaborating	11	12	3.5
3. Avoiding	37	39	1
4. Compromising	3	3	5
5. Accommodating	11	12	3.5

*Multiple responses

In terms of conflict management practices and strategies in directing attendance to outside training, many of the administrator respondents preferred the avoiding strategy for ignoring the incident to avoid further confrontation with 37, or 39% responses, which ranked 1st among the five indicators, while the compromising strategy was the least preferred for letting the teacher attend for their professional growth with 3, or 3% responses which ranked the 5th.

It can be gleaned that attendance at seminars outside the department shall need a further endorsement from the higher office. In this case, administrators' avoidance of communicating with the concerned teachers was unrestrained to avoid disagreement among the group further, thus affirming Mehrad's (2015) assertion that by avoidance, people relinquish decision-making power and leave the topic open-ended. Promoting subordinate's lifelong learning is a promising move. However, a laid-out policy may be of vital importance.

Table 56 on page 190 presents the conflict management practices and strategies in terms of directing classroom management.

Regarding conflict management practices and strategies in terms of directing classroom management, most administrator respondents preferred avoiding the strategy of letting Head Teacher X decide anyway. The teacher's performance will also reflect on his/her Individual Performance Commitment Review Form with 48, or 51% responses, which ranked first among the five indicators, while both

compromising and accommodating strategies were the least preferred and ranked for advising the head to intensify coaching and recommend him/her to undergo further training to improve his/her classroom management skills and talk to the teacher personally and reiterate school protocol and code of ethics for professional teachers which earned both 10, or 11% responses which earned both 4.5 in rank.

Table 56

Distribution of Data on Conflict Management Practices and Strategies in terms of Directing Classroom Management

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Compromising	10	11	4.5
2. Avoiding	48	51	1
3. Competing	14	15	2
4. Accommodating	10	11	4.5
5. Collaborating	12	13	3

*Multiple responses

It can be gleaned that a teacher's performance is evaluated through the IPCRF. This described the totality of a teacher's performance based on the observations of the immediate supervisor. It can be observed that administrators are also instructional leaders who have primary jurisdiction over the case. In this regard, the administrator should provide training and coaching as part of administrative and instructional leadership (Jimenez & Galicia, 2023). However, in this case, administrators avoid taking part in the interventions for the teacher to remedy the situation.

On the other hand, a compromising and accommodating strategy can serve as a step up to intervene and rectify the situation. Indeed,

Shanka and Thou (2017) noted that communication plays a vital role in avoiding conflict. As former classroom teachers, administrators can be involved in mentoring and modeling in their respective locales as part of being an administrative and instructional leader.

Table 57 below presents the conflict management practices and strategies in terms of directing the provision of academic breaks.

Table 57

Distribution of Data on Conflict Management Practices and Strategies in terms of Directing Provision of Academic Break

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Competing	44	47	1
2. Collaborating	7	7	3
3. Accommodating	6	6	4
4. Compromising	5	5	5
5. Avoiding	32	34	2

*Multiple responses

Regarding conflict management practices and strategies in directing the provision of academic breaks, many administrator respondents preferred competing strategies to ignore the concern. All activities were DepEd sanctioned and already plotted for the school year with 44, or 47% response rates, which ranks first among the five indicators, while compromising strategy was the least preferred for staying with the schedule. Ask the faculty president to mediate the situation with a 5 or 5% response rate, which landed on the fifth rank.

It can be gleaned that academic breaks were included in the educational programs that both public and private schools were

enacting. These breaks posed stress management and intervention to the mental well-being of both learners and teachers.

Administrators employed competing strategies that reflect autocratic forms of leadership, which could cause conflict, as argued by Shanka and Thou (2017). On the other hand, there can be remedies that administrators compromise with the situation to achieve conflict resolution.

Table 58 below presents the conflict management practices and strategies in terms of directing for accidents due to negligence.

Table 58

Distribution of Data on Conflict Management Practices and Strategies in terms of Directing Accident due to Negligence

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Avoiding	14	15	4
2. Accommodating	30	32	1
3. Competing	22	23	3
4. Compromising	4	4	5
5. Collaborating	24	26	2

*Multiple responses

Regarding conflict management practices and strategies in directing accidents due to negligence, many administrator respondents preferred the accommodating strategy of personally talking to the complainant and settling the hospital bill to terminate the complaint with a 30, or 32% response rate, which ranked first. In contrast, the least practical approach preferred the compromising strategy with a 4, or 4% response rate, which landed in the fifth rank.

It can be gleaned that the school promotes learner welfare under DepEd Order no. 40, s. 2012. The safety and security of learners were prioritized to be benchmarked as a child-friendly school. Administrators' willingness to intervene and take charge of the situation immersed them in empathizing with the complainant and the employees. As conferred by Villanueva and Moleno (2022) and Obuobisa-Darko (2014) and by compromise, the administrators and complainants may discuss and find the best solution. However, administrators have no right to terminate a complaint addressed by the complainant; instead, a moto proprio process should be pursued.

7.4 Evaluating

Table 59 below presents the conflict management practices and strategies in terms of evaluating performance ratings.

Table 59

Distribution of Data on Conflict Management Practices and
Strategies in terms of Evaluating Performance Rating

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Avoiding	20	21	2
2. Competing	16	17	4
3. Compromising	19	20	3
4. Accommodating	8	9	5
5. Collaborating	31	33	1

*Multiple responses

Regarding conflict management practices and strategies in evaluating performance ratings, many administrator-respondents preferred a collaborating strategy for calling for a grievance committee hearing and letting conflicting parties settle the issue, with 31, or 33%,

ranked the first among the five conflict resolution strategies. In contrast, the accommodating strategy was preferred as the least practical approach, with an 8 or 9% response rate, which landed on the fifth rank.

It can be gleaned that the Individual Performance Commitment and Review Form (IPCRF) has a considerable percentage on teacher promotion. Thus, classroom observation forms part of the teacher evaluation. DepEd Order no. 35, s. 2004 articulated that dissatisfaction with teachers' ratings can be raised before the grievance committee. In this aspect, administrators' collaboration with the aggrieved party integrates openness (Cadiz et al., 2016) to confrontation, investigation to finding alternative solutions (Villanueva & Moleno, 2022) for the common good (Mangulabnan et al., 2021).

Table 60 below presents the conflict management practices and strategies for evaluating training content.

Table 60

Distribution of Data on Conflict Management Practices and
Strategies in terms of Evaluating Training Content

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Competing	74	79	1
2. Collaborating	5	5	3.5
3. Avoiding	3	3	5
4. Compromising	7	7	2
5. Accommodating	5	5	3.5

*Multiple responses

Regarding conflict management practices and strategies in evaluating training content, most administrator respondents preferred

competing strategies for ignoring the Division Office suggestive training content topics with 74, or 79% response rate, which ranked 1ˢᵗ, while avoiding strategy was the least preferred for letting the Technical Working Group (TWG) decide with 3, or 3% response rate which landed on the fifth rank. It can be gleaned that administrators were empowered under the Republic Act 9155, also known as the "Governance of Basic Education Act of 2001," on the localization of intervention for school improvement.

This indicated that administrators utilized individual development plans (IDP) that reflect the training needs of teachers. Though the Department of Education is a bureaucratic agency, it does not limit administrators, particularly the principal, to investigate what is best for the school and its constituents. The data indicates that administrators utilize competing strategies regarding teacher training as administrative and instructional leaders (Jimenez & Galicia, 2023).

Administrators' intervention and evaluation training content provision is crucial for the teachers' development and for delivering quality and relevant education for learners.

Table 61 on page 196 presents the conflict management practices and strategies for evaluating teacher factions.

Regarding conflict management practices and strategies in evaluating teacher factions, the majority of the administrator-respondents preferred competing strategies for issuance of the

memorandum, which will be found with insubordination 54, or 57% response rate, which landed on the first rank, while compromising was the least preferred for having an open forum with concerned teachers with 3, 3% response rate which ranked the fifth.

Table 61

Distribution of Data on Conflict Management Practices and Strategies in Terms of Evaluating Teacher Factions			
Conflict Resolution Strategy	**Frequency**	**Percentage**	**Rank**
1. Avoiding	18	19	2
2. Compromising	3	3	5
3. Competing	54	57	1
4. Collaborating	12	13	3
5. Accommodating	7	7	4

*Multiple responses

It can be gleaned that work-related conflict affects (Shanka & Thou, 2017) the interrelationship aspect of the administrator in workplace management. Utilizing a competing strategy in this situation characterizes autocratic leadership. According to Manikandam and Dhanabhakyam (2022), employee motivation follows if grievances are resolved immediately. Conferring with Sourdin and Burstyner (2016), time is crucial in grievance management. Therefore, administrators' intervention is vital to maintaining a sound climate in this environment.

Table 62 on page 197 presents the conflict management practices and strategies in evaluating programs, projects, and activities funding shortage.

Regarding conflict management practices and strategies in evaluating programs, projects, and activities funding shortage, many of

the administrator respondents preferred avoiding strategy for letting the project chairperson find solutions with 43, or 46% response rate, which landed on the first rank while compromising strategy was the least picked for recommending stakeholder partnerships for it will add to school network mobilization with 7, or 7% response rate which led to fifth rank.

Table 62

Distribution of Data on Conflict Management Practices and Strategies in terms of evaluating Programs, Projects, and Activities Funding Shortage

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Compromising	7	7	5
2. Avoiding	43	46	1
3. Collaborating	17	18	2.5
4. Competing	17	18	2.5
5. Accommodating	10	11	4

*Multiple responses

It can be learned that implementing programs, projects, and activities with community support forms part of the learner's holistic development following the DepEd Order 44, s. 2015. Administrators must handle conflict since it affects a school's culture, atmosphere, and environment (Atieno et al., 2016). Administrators avoiding response may lead to non-implementation of such that is detrimental to guaranteeing student and staff safety, excellent parent-community connections, and a healthy learning environment, so administrators must recognize and resolve problems.

Table 63 below presents the conflict management practices and strategies for evaluating child abuse.

Table 63

Distribution of Data on Conflict Management Practices and Strategies in terms of Evaluating Child Abuse			
Conflict Resolution Strategy	**Frequency**	**Percentage**	**Rank**
1. Avoiding	34	36	2
2. Collaborating	3	3	5
3. Compromising	4	4	4
4. Competing	10	11	3
5. Accommodating	43	46	1

*Multiple responses

In terms of conflict management practices and strategies in evaluating child protection, many administrator respondents preferred the accommodating strategy for trying to mediate and allow teacher voices to be heard with 43, or 46% response rate, which ranked first, while the collaborating strategy was the least picked for strengthening and amplifying the scope and function of the guidance advocates in enforcing child protection policy with 3, or 3% response rate which landed on the fifth rank.

It can be gleaned that child protection policy falls under DepEd Order no. 40, s. 2012, which is not enforceable under the grievance machinery. Thus, cases that fall under this should not be mediated. Based on the data, the administrator takes risks to themselves in accommodating teachers' cases; thus, providing resolution could lead to legal complications. However, administrators will be reinforced by supporting and capacitating guidance advocates on its legal features.

Table 64 below presents the conflict management practices and strategies in evaluating quality assurance monitoring and evaluation.

Table 64

Distribution of Data on Conflict Management Practices and Strategies in terms of Evaluating Quality Assurance Monitoring and Evaluation

Conflict Resolution Strategy	Frequency	Percentage	Rank
1. Avoiding	20	21	3
2. Competing	34	36	1
3. Accommodating	6	6	5
4. Compromising	24	26	2
5. Collaborating	10	11	4

*Multiple responses

In terms of conflict management practices and strategies in evaluating quality assurance monitoring and evaluation, many of the administrator-respondents preferred competing strategies for issuance of memorandum to the project chairperson/ coordinator to explain their side with 34, or 36% response rate which ranked first while accommodating strategy was preferred to be the least picked for calling for a School Learning Action Cell (SLAC) to discuss the discrepancies to rectify reports and conduct project management training with 6, or 6% response rate which landed on the fifth.

It can be gleaned that QAME is vital in project planning and evaluation. Thus, evaluation measures the level of implementation, efficiency, and effectiveness of a project. This reports various phases that materialize and problems encountered during its implementation. Utilizing a competing strategy shows dominative decision-making

(Villanueva & Moleno, 2022). This strategy demonstrated authority over his subordinates. However, a call to rectify issues and concerns through consultative effort will enable project managers to provide contingency plans and anticipate the impact (Griffin, 2022) on operations, consequently preventing the same incident from recurrence.

CHAPTER V
SUMMARY OF FINDINGS, CONCLUSION, AND
RECOMMENDATIONS

This chapter presents a summary of findings, conclusions, and recommendations based on the interpretation of the data gathered and supported by the research instrument and statistical treatment.

Summary

This study was conducted to determine the conflict resolution and grievance management system in the Schools Division of Las Piñas: basis for conflict management training program. Specifically, the research sought to answer the following questions such as; 1) The general profile of teacher-respondents in terms of sex; age; civil status; years in the service; category of position; highest educational attainment and administrator-respondents sex; age; civil status; years of experience as a former teacher; highest educational attainment; present category of position as principal; years of administrative experience; 2) The level of awareness of teachers awareness in grievance machinery in terms of ground for grievances; grievance procedure; grievance committee and jurisdiction; grievance committee's responsibilities; 3) The conflict resolution strategies are commonly used by teachers and administrators respondents in dealing with conflict in terms of: teacher-to-administrator; administrator-to-teacher; teacher-to-teacher; 4) The significant difference between

teachers' level of awareness on grievance machinery when grouped according to demographic profile; 5) The significant difference in the administrators' respondents' conflict resolution strategies when grouped according to demographic profile; 6) The significant differences in the conflict resolution strategies in terms of: teacher-to-administrator versus administrator-to-teacher; teacher-to-administrator versus administrator-to-teacher; teacher-to-administrator versus teacher-to-co-teacher; 7) The predominant conflict management practices and strategies arising from administrative functions in terms of: planning; organizing; directing and evaluating. 8) Development of a viable Conflict Management Training Program.

This study used the descriptive-comparative research design wherein 227 teachers and 94 administrators were respondents to answer the researcher-made questionnaire. The data were statistically treated using the following tools: Statistical Package for Social Science (SPSS) version 20, frequency distribution, frequency weighted mean, standard deviation, T-test for independent samples, ANOVA or F-test, and ranking.

Exploratory Factor Analysis (EFA) to determine the existing domains and the thematic correlation according to a specific construct First, EFA was facilitated to determine the underlying factors present in a particular construct with Kaiser-Meyer-Olkin (KMO) for the measure

of samples with a threshold of .70 and Bartlett's Test of Sphericity for the relationship of variables. EFA's primary purpose was to reduce the number of factors in a construct.

The study tested the null hypothesis at a 0.05 alpha level of significance. There was no significant difference between teachers' awareness of grievance machinery when grouped according to demographic profile.

There was no significant difference in the administrators' respondents' conflict resolution strategies when grouped according to demographic profile.

There were no significant differences in the conflict resolution strategies: teacher-to-administrator versus administrator-to-teacher, teacher-to-administrator versus administrator-to-teacher, teacher-to-administrator versus teacher-to-co-teacher.

Summary of Findings

Based on the sequence of the statement of the problems, the summary of the findings was as follows:

1. **Demographic profile of teacher-respondents:**

   1.1   **Sex.** The majority of the teacher-respondents were female.

   1.2   **Age.** Many of the teacher-respondents were equally distributed with the age range of 24-28 years old and 33-38 years old.

1.3 **Civil status.** Most teacher-respondents were married within the age brackets 24-28 and 33-38.

1.4 **Years in the Service.** Most teacher-respondents were in the 0-5 years in the service.

1.5 **Category of Position.** The majority of the teacher-respondents were in the Teacher I position.

1.6 **Highest Educational Attainment.** Many teacher-respondents have units leading to a master's degree.

Demographic profile of administrator-respondents

1.7 **Sex.** The majority of the administrator respondents were female.

1.8 **Age.** Many administrator respondents were 49-53 years old.

1.9 **Civil status.** The majority of administrator respondents were married.

1.10 **Years of experience as a former teacher.** Many administrator-respondents have 16-20 years of experience teaching.

1.11 **Highest Educational Attainment.** Many of the administrator-respondents have units leading to a master's degree.

1.12 **Present category of position as principal.** Many of the administrator respondents were department/learning area coordinators.

1.13 Years of Administrative Experience. The majority of administrator-respondents were in the 0-5 years of service.

2. **Teacher-respondents assessment of the level of awareness of teachers' awareness in grievance machinery.**

    2.1 The teacher-respondents were "aware" of the Grounds for Grievances.

    2.2 The teacher-respondents were "aware" of the Grievance Procedure.

    2.3 The teacher-respondents were "aware" of the Grievance Committee Jurisdiction.

    2.4 The teacher-respondents were "aware" of the Grievance Committee's Responsibilities.

3. **Teacher-respondents assessment on the commonly used conflict resolution strategies of Teachers and Administrators respondents in dealing with conflict.**

    3.1 The teachers' most common conflict resolution strategy towards administrators was the collaborating strategy.

    3.2 The administrators' most common conflict resolution strategy towards teachers was the collaborating strategy.

    3.3 The teachers' most common conflict resolution strategy towards co-teachers was the collaborating strategy.

4. **The difference between teachers' level of awareness on grievance machinery when grouped according to demographic profile.**

    4.1 There were no significant differences in the teachers' awareness of grievance machinery according to sex.

4.2 There were no significant differences in the teachers' awareness of grievance machinery according to age.

4.3 There were no significant differences in the teachers' awareness of grievance machinery according to civil status.

4.4 There were no significant differences in the teachers' awareness of grievance machinery according to years in the service.

4.5 There were no significant differences in the teachers' awareness of grievance machinery according to category of position.

4.6 There were no significant differences in the teachers' awareness of grievance machinery according to the highest educational attainment.

5. **Significant difference in the Administrators' respondents' conflict resolution strategies when grouped according to demographic profile.**

    5.1 There were no significant differences in the administrators' conflict resolution strategies according to sex.

    5.2 There were no significant differences in the administrators' conflict resolution strategies according to age.

    5.3 There were no significant differences in the administrators' conflict resolution strategies according to civil status.

5.4 There was a significant difference in the administrators' accommodating strategy according to years of experience as a former teacher.

5.5 There were no significant differences in the administrators' conflict resolution strategies according to the highest educational attainment.

5.6 There were no significant differences in the administrators' conflict resolution strategies according to the present category of position as administrator.

5.7 There were no significant differences in the administrators' conflict resolution strategies according to years of administrative experience.

6. **The significant differences in the conflict resolution strategies among the following:**

6.2 There were significant differences in the conflict resolution strategies on teacher-to-administrator versus administrator-to-teacher according to avoiding and compromising strategies.

6.3 There were significant differences in the conflict resolution strategies on the teacher-to-administrator versus administrator-to-teacher according to compromising strategy.

6.4 There were significant differences in the conflict resolution strategies of the teacher-to-administrator versus teacher-to-co-teacher, according to avoiding and compromising strategies.

7. **The predominant conflict management practices and strategies arising from administrative functions in terms of:**

    7.1 **Planning.** The findings suggest variations in conflict resolution strategies across various planning contexts. Competing is a strategy utilized in most instances; however, there are variances in the prevalence of other approaches based on the particular planning area. This may suggest that administrators use competing strategies in planning as part of their administrative functions.

      a. **Organizing.** There are variations in the use of conflict resolution strategies across different organizational contexts, with avoidance prevalent in several categories. Other strategies, such as competing, accommodating, compromising, and collaborating, are employed to varying degrees depending on the specific context of the conflict. The findings appear that avoiding strategy is the most commonly utilized in the administrators' performance of organizing as part of administrative functions.

      b. **Directing.** Conflict resolution strategies differ drastically across contexts. While avoidance governs dominance in most settings, other approaches like competing, accommodating, collaborating, and compromising find traction depending on the specific

conflict scenario. Notably, avoidance appears to be the most widely adopted conflict resolution strategy in the administrator's performance of administrative functions.

c. **Evaluating.** Collaborating, competing, avoiding, compromising, and accommodating are all techniques deployed to varying degrees depending on the nature of the dispute that falls into each category. The distribution of conflict resolution strategies varies across various situations. This suggests that in evaluating the performance of administrative functions as part of the administrators, the administrators tend to deviate from or utilize them depending on the situation.

Conclusion

Based on the findings, the subsequent conclusions were drawn:

Based on the data, it appeared that the teachers in the secondary junior high schools of Las Piñas were dominated by females and were married. Many married individuals may indicate an attachment to stability and unwavering devotion within the teaching profession. The ability to successfully apply conflict resolution procedures in decision-making is a benefit of having a family. Consequently, Teacher 1 positions were also prevalent; the dominating number indicated that teachers in the locale are beginning teachers, as noted in the 24-28 age

bracket. Both teachers and administrators have high regard for continuing professional development, as indicated by the significant number of respondents who have earned units in their graduate studies. However, only a few plantilla positions for administrators were available, especially in the department head items, as reflected by the high frequency of officers-in-charge / designates tasked with overseeing these departments. These shortages should be addressed by the Schools Division Office of Human Resources and the Civil Service Commission.

On the other hand, teachers were aware of the grievance machinery, which indicated that the Schools Division Legal Unit's effort to conduct training and seminars for faculty members was effective. It can be concluded that grievances and conflicts within schools were resolved at the lowest possible level, affirming the Grievance Machinery's main objectives. However, program implementation shall be intensified for sustainability. Thus, focused interventions for teachers' understanding of grievance machinery are still required. There were no significant differences in the demographic profile of teachers, which denotes that teachers are aware of the grievance machinery regardless of demographics.

Furthermore, collaborating was teachers' and administrators' most preferred conflict resolution strategy. This reflects the zero-record reported by the Schools Division Legal Unit. This means that teachers

and administrators are thriving and collaboratively working towards conflict resolution. To foster harmony, stakeholders should cultivate a culture of communication, which is essential in maintaining unity within the academic community.

On the other hand, there were significant differences between the administrator's years of experience as a former teacher and his accommodating strategy. This concluded that administrators have different perspectives on dealing with their subordinates' demands, opinions, and perspectives. Similarly, administrators change their aspects of leadership roles as their expected level advances.

Moreover, the need to understand how teachers and administrators react to conflict resolution strategies is a must. When teacher-to-administrator and administrator-to-teacher conflict resolution strategies were compared, significant differences were noted in the avoiding and compromising strategies for dealing with conflict. Recognizing the considerable disparities in avoidance and compromise strategies teachers and administrators use is crucial for fostering effective conflict resolution within schools.

There were significant differences in the respondents' compromising strategies when teacher-to-administrator and teacher-to-co-teacher were compared. Teachers exhibited differing willingness to compromise, depending on whether the conflict involved an administrator or a co-teacher. This suggests that teachers tailor their

conflict resolution strategies to specific roles and power dynamics within the school environment.

Moreover, respondents had significant differences in avoiding and compromising strategies when comparing the administrator-to-teacher and teacher-to-co-teacher conflict resolution strategies. This suggests that teachers adapt their conflict management styles based not only on the recipient but also on the conflict's perceived power dynamics and nature.

The fact that different administrative roles use other skills for conflict resolution demonstrates how important it is to utilize appropriate approaches unique to the environment. Indeed, there is no one-size-fits-all solution for resolving a conflict. Thus, every conflict is unique, whereas conflict varies based on diverse views, opinions, people's histories, desires, beliefs, and personalities. These affirmed Getzels and Guba's (1957) social systems theory that conflict arises when there is a problem among people in the organization. These interactions are linked to the obligations and anticipations established inside an organization and individuals who possess distinct qualities and a social inclination based on their needs. These complexities challenge the establishment of a sound climate. Those educational institutions looking to improve their conflict management techniques and the general working environment will significantly benefit from the insights provided by this study. Further studies may be conducted to investigate

aspects that influence awareness and strategies for conflict resolution in more depth.

Recommendations

Based on the following findings and conclusion, the following are being recommended:

1. To the Department of Education: The agency must revisit and conduct further study on implementing the DepEd Order no. 35, s. 2004 or the grievance machinery and codify provisions to specifically define grounds, procedures, responsibilities, and jurisdictions to meet the needs of the teachers and institute grievance reports in writing as a standard operating procedure. DepEd shall define the roles, responsibilities, and scope of work of the rank-in-file positions in coordination with the Civil Service Commission to lay out the expectations through the job description. Lastly, the Department of Education and the Civil Service Commission shall craft positions for non-teaching-related duties and functions for teachers to focus on purely teaching functions.

2. To the Schools Division Office: Craft a centralized CTMP for teachers and administrators, emphasizing collaborating strategies and training should be adapted to handle unique conflict circumstances, such as teacher-to-administrator, administrators-

to-teachers, or teacher-to-co-teacher interactions, precisely. Conduct periodic refresher courses to reinforce awareness and understanding of the grievance machinery and alternative dispute resolution among Teachers and Administrators. Integrate the same topic in the teacher induction program to capacitate newly hired teachers.

3. To the Grievance Committee: Training and seminars should be given to every appointed grievance committee member to become acquainted and familiarized with the grievance machinery. Upgrade and institute report mechanisms of grievances through a citizen charter posted in conspicuous places inside the school premises as part of the School Grievance Committee campaign. Adopt an e-reporting mechanism through ICT to electronically log reports and record recurring grievances to systematically process and employ risk mitigation.

4. To the Administrators: Administrators handling educational institutions shall obtain master's and doctorate degrees in educational leadership and management with a focus on planning, organizing, directing, and evaluating. Integrate CTMP into the annual In-Service Training for Teachers (INSET) and Gender Awareness and Development (GAD). School Heads may opt to utilize an open-door policy for oral and written reporting of grievances, which school administrators must adopt to

demonstrate a sound climate, boost trust and confidence in the system, and promote transparency.

5. To the Teachers: Teachers must attend graduate studies, including master's and doctorate, for personal and professional growth and development. Equip and keep up-to-date with the legal and memoranda issued by the DepEd to keep updated and informed with the latest issuances.

6. For future researchers: an in-depth investigation of the relationship between CRS and the motivation and grit of administrators as they pursue the ladder of leadership, management, and administration. Focus on planning, organizing, directing, and evaluating aspects shall have an in-depth analysis emphasizing school administration, instructional leadership, personnel and fiscal management, and stakeholder engagement.

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