A Conflict Management Program for Teachers

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ABSTRACT Conflict is natural in an organization such as the academe. Indeed, teachers also experience conflicts in school. This study is premised on the belief that conflict adversely affects teachers' productivity, efficiency, and effectiveness. An effective management of conflict may, thus, result in enhanced teachers' productivity. Involved in this study were 352 randomly selected secondary public school teachers from 12 schools, two schools from each of the six districts in the Division of Quezon City, Philippines. The locally-structured survey questionnaires, items or indicators of which were developed based on the pre-surveys, were validated by five experts from different institutions with specialization in educational management and supervision. The obtained coefficients of .9769 and .8432 showed that the two survey instruments were good and reliable based on standards. The findings revealed that the area of learners' achievement was the most perceived conflict among teachers, followed by lesson planning and instruction which tied with assessment of students' learning, classroom management, school, home, and community relations, and lastly professional and personal characteristics. The teachers handled conflicts between and among them by directly confronting, negotiating, and suggesting something for agreement with the concerned teacher. On the Performance Appraisal System for Teachers (PAST), the teachers performed Very Satisfactorily in all areas. Furthermore, there was no significant relationship between perceived conflicts between teachers and their

level of productivity. The findings led to the development of the proposed Conflict Management Program for Teachers.

Keywords: Conflict management program, conflict situations, handling conflicts, teachers' productivity

Introduction

Conflict between and among teachers occurs any time in the academe. Teachers differ in ideas, and they see things in different ways. Some may have difficulty in dealing with others which leads to interpersonal conflict. Interpersonal conflicts are serious concerns in that they attack the person's emotions (Mendoza, 2001). It arises due to many factors such as incompatible goals, ideas, values, behaviors, differences in ways of working, or interpersonal dissonance or emotions.

Considerable researches have been conducted about conflicts among teachers in some foreign institutions. One of them is that of Okotoni and Okotoni (2003) which identified types of conflicts in the schools in Osun State Nigeria, specifically on inter-personal conflicts. Findings revealed that the causes of conflicts in schools in the state include negligence of duty, personality clashes, inferiority/superiority complex, favouritism, and role conflicts. School administrators not knowledgeable in conflict management, coupled with the absence of laid down procedures for conflict management in most schools, contributed to the high rate of conflicts and industrial actions in the schools. Since inter-personal conflicts ranked the highest among the several types of conflicts that were identified in schools selected for the study, it was recommended that efforts should be made to address it.

Every individual inside the school environment is very much liable for the outcomes of his/her performance. Conflict seriously affects the performance of employees

(Anwar, 2012). This is true because productivity of individuals depends on their job performance. Poor conflict management reduces productivity on work performance while positive performance is achieved if conflict is constructively managed (Lazarus, 2014). Additionally, in his studies at Nigerian State Civil Service, conflict in whatever level should not be ignored but should be effectively managed for better employee productivity in the workplace. Thus, conflict, if not managed well by school administrators, will result in stress among teachers and probably affect their performance.

The quality of teachers is an essential indicator in the measurement of productivity in the school system. If the productivity of teachers is not good, the major clientele's (the students) performance is affected. Teachers must work as a team towards the learning achievement of students. To enhance the professional competence of the teachers, they can be exposed to conflict management through seminars, workshops, conferences, and symposium from time to time as suggested by Adomi and Anie (2005). Also, Stinski (1994) recommended that there should be a program which includes a formal process for resolving conflicts between teachers through trained specialists and resources which include workshops. These training programs for teachers are ways of preparing them for conflict management in the school. A conflict management program could enhance their productivity. Based on the study of Lazarus (2014), workers at all levels should be trained and given the right behavioural orientation to reduce the occurrence of conflict at workplace and to improve productivity and professional competence of teachers. He also added, similar to what Okotoni and Okotoni (2003) suggested, that there is a need for training and retraining of managers on how to effectively manage conflict to enhance the employees' productivity.

In the Philippines, researchers confirmed the presence of conflicts in educational institutions. Interpersonal conflicts appeared to be more prevalent (Mendoza, 2001). This happens due to failures in communication and differences in opinion (Visco, 2000). Thus, the Department of Education should consider the aspects of imposing or even implementing programs on conflict management for various fields and areas of specialization. A well-planned training program is needed to enhance conflict management (Flora, 2002). Management of conflict is an essential tool to solve problems of conflict so that its negative impacts will be overcome. The school managers or school administrators are the ones who are directly involved in this cause. They should take the lead in finding suitable approaches in dealing with and managing conflict between and among teachers. A continuing program for conflict management among teachers is indeed necessary.

This study is in line with the university research agenda of the Philippine Normal University (PNU) and is anchored on multidisciplinary/pure research which focuses on one problem or issue involving several disciplines in teacher education. The results of this study served as the basis for the development of a program including training and workshops for teachers in dealing with conflicts among them. As the National Center for Teacher Education, PNU should pioneer and help other educational institutions in planning, designing, and implementing programs on dealing with conflicts among teachers.

Conflict Management

Interpersonal conflicts or conflicts experienced by teachers must be handled well by school administrators and even the teachers themselves. The school administrators should be knowledgeable on the different strategies on how to deal with and manage conflicts.

Conflict management can be considered as the process of removing barriers to something for agreement. According to Rahim (2002), conflict management is a process of limiting the negative aspects of conflict while increasing its positive aspects. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organizational setting (Rahim, 2002). Conflict management aims to: prevent the eruption of destructive conflict; facilitate a move from violent to spoken conflict; and enable a transformation from conflict to lasting peace by addressing root causes and effects of conflict ("Conflict Management" n.d.). Tschannen-Moran (2001)sees conflict management as "a philosophy and a set of skills that assist individuals and groups in better understanding and dealing with conflict as it arises in all aspects of their lives."

Orpelatada (2002) defined conflict management as the skills of negotiating and resolving disagreement. It is how to handle difficult people and tense situations with diplomacy and tact.

Peterson (2009) argued that knowing how to resolve conflict wherever it happens creates confidence and eases stress. Managing conflict between teachers can improve morale and business as well. Peterson (2009) suggested some techniques which could be useful for teachers in managing the classroom and save relationships with co-teachers as well. They are the following: Be prepared; Do not wait; Find a private, neutral place; Be aware of body language; Share your feelings; Identify the problem; Listen actively and with compassion; Find a solution together; Agree a plan of action; and Express confidence.

According to Anwar (2012), individuals can get more advantage if they know how to handle conflict in a proper way. It will improve interaction qualities, organizational performance, and group activities in organizations. Kehinde

(2011) argued that the management is duty-bound to resolve conflicts properly for the sake of increasing organizational performance because the result of such action will result to good communication, time management, good cooperation and increased organizational performance.

Hall (1969) designed a survey for Conflict-Management Style to help individuals become more aware of their characteristic approach or style in managing conflict. In completing this survey, typical behavior or attitudes in conflict situations of individuals could be measured or determined. Thomas & Kilmann (1974) provided a Conflict Mode Instrument to assess individuals' behavior in conflict situations—situations in which the concerns of two people appear to be incompatible. The five Conflict-Handling Modes are competing, collaborating, compromising, avoiding, and accommodating. In conflict situations, a person's behavior is along two basic dimensions: 1) is assertiveness which describes the extent to which the individual attempts to satisfy his or her own concerns; and 2) is cooperativeness which describes the extent to which the individual attempts to satisfy the other person's concerns.

Conflict management is necessary to reduce conflicts for better relationship among teachers and to increase their performance.

Productivity/Performance of Teachers

This study is anchored on the idea that conflict management has a significant effect on the productivity of teachers. An effective management of conflict among teachers is necessary since they are directly involved in promoting the welfare of the students. Naturally, teachers relate with their fellow teachers, and interpersonal relation is one of the resources for improved productivity. According to Visno (2000), the productivity of an individual depends

on his/her job performance. He added that when conflict is intelligently managed to the advantage of the school, it heightens faculty productivity.

Conflict management must be participatory, involving all stakeholders in the academe. This means that the school administrators and school heads should not be the only ones involved in it; teachers must also play an important role in it. Involvement of teachers in the management of conflict in their school is likely to enhance their productivity (Ajayi & Afolabi, 2012).

Kehinde (2011) showed that the conflict management strategies in place at the organizations have been relatively useful in minimizing the incidence of disruptive conflicts while conflict management strategies have positive impacts on productivity. Peterson (2009) confirms what Obasan found out, that managing conflict between and among teachers can improve not just their productivity inside the organization but their morale as well.

Conflict cannot be abolished, but its impact can be reduced or lessened so that the effects would be minimal. This could be possible through a conflict management program which is the very goal of this study.

This study made used of the revised Performance Appraisal System for Teachers (PAST) which is the standard tool to assess the productivity of teachers in the public school system. This was mandated by Department of Education through DepEd Order No.27, s. 2002. The said standardized tool to assess the performance of teachers includes six major areas which are: Lesson Planning and Instruction; Classroom Management; Assessment of Students' Learning; Learners' Achievement; School, Home, and Community Relations; and Professional and Personal Characteristics.

Purpose of the Research

This study aimed to determine the perceived conflicts between and among teachers inside the school setting, their styles of handling conflicts, and their level of productivity. This study also aimed to propose a Conflict Management Program as a way of reducing conflicts between teachers and enhancing teachers' level of productivity.

Specifically, this study sought answers to the following questions:

1. How do the teacher-respondents perceive their conflicts in school in terms of the six areas based on the Performance Appraisal System for Teachers (PAST), namely Lesson Planning and Instruction; Classroom Management; Assessment of Students' Learning; Learners' Achievement; School, Home, and Community Relations; and Professional and Personal Characteristics?
2. How do the teachers manage their conflicts between and among themselves with respect to the given areas?
3. What is the level of productivity of teachers as recorded in the Performance Appraisal System for Teachers (PAST) for school year 2014 - 2015 in terms of the six (6) areas given?
4. Is there a significant relationship between perceived conflicts between teachers and teachers' level of productivity?
5. What Conflict Management Program can be developed to reduce or lessen conflicts between teachers to improve their level of productivity?

Framework of the Study

The conceptual framework of this study as illustrated in Figure 1 is anchored on key concepts from several discussions on conflicts and productivity.

Perceived Conflicts between and among Teachers inside the school setting

Conflict Management Style of Teachers

Areas

a. Lesson Planning & Instruction
b. Classroom Management
c. Assessment of Students' Learning
d. Learners' Achievement
e. School, Home, and Community Relations
f. Professional & Personal Characteristics

CONFLICT MANAGEMENT PROGRAM

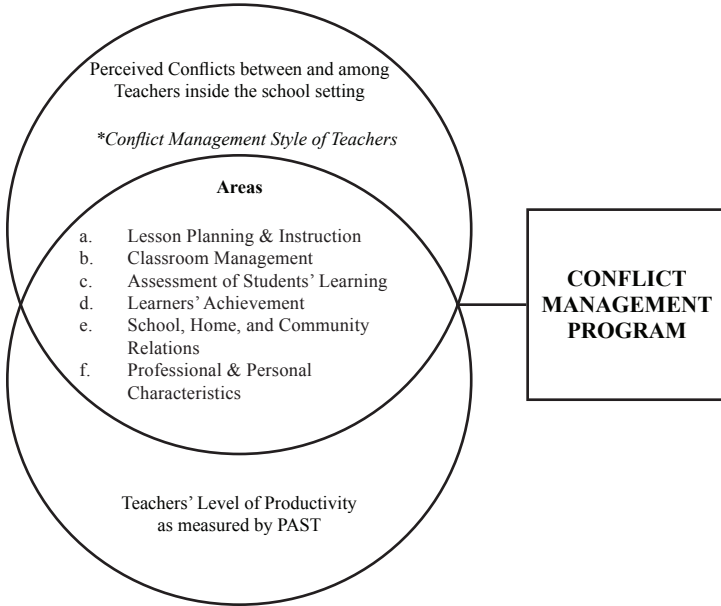Teachers' Level of Productivity as measured by PAST

Figure 1. Conceptual Paradigm of the Study

As shown in the conceptual paradigm, two variables were involved: the perceived conflicts between and among teachers; and teachers' level of productivity as measured in the PAST (Performance Appraisal System for Teachers). Another variable was also considered anchored on the perceived conflicts between and among teachers. These are the conflict management style or approach of teachers (Thomas & Killman, 1974). The dimensions are common in the six areas, namely Lesson Planning and Instruction; Management; Assessment of Students' Learning; Learners' Achievement; School, Home, and Community Relations; and Professional and Personal Characteristics. This study

argued that conflicts prevail or arise in each of the areas that affect teachers' level of productivity. The indicators of the performance of teachers in each area are associated with the indicators of conflicts on the same area of concern but not with the extent of conflict management styles of teachers.

The perceived conflicts were correlated to the teachers' level of productivity. The results of the analysis served as the baseline data in developing the proposed conflict management program.

Methodology

Research Design

This study used the descriptive-correlational research method. The descriptive method was utilized to determine the conflicts between teachers inside the school environment as perceived by the teachers, describe how teachers handle or manage conflicts between and among them, and identify the level of productivity of teachers. The correlational method was then utilized to determine the significant relationship between perceived conflicts between teachers and their level of productivity (O–Outstanding; VS–Very Satisfactory; S–Satisfactory; P–Poor; NI–Needs Improvement) in the six areas given.

Participants of the Study

The respondents were teachers of the selected secondary schools in all the districts of the Division of Quezon City. The participating schools were chosen by the 30% allowed sample using the simple random sampling technique. Likewise, the teachers were selected using the same sampling technique. There were 352 teachers involved as actual respondents, representing 12 schools of the Division.

Research Instrument

The survey questionnaires were self-developed. The questionnaires were about: teachers' perception on conflicts between teachers inside the school environment with respect to the six areas; and how teachers handle their conflicts between and among them with respect also to the six areas given. The Performance Appraisal System for Teachers (PAST) was used to identify the teachers' level of productivity. The self-developed questionnaires were validated by five educational management and supervision experts from different institutions.

Data Collection

The researchers secured the approval of the Schools Division Superintendent of Quezon City to conduct the survey to the teacher-respondents and gather data on their level of productivity based on the records of their PAST for S.Y. 2014 - 2015. The questionnaires were personally administered by the researchers to the respondents. Some of the respondents were not available during the administration; thus, the researchers considered other teachers as respondents. The questionnaires were retrieved after two to three weeks through personal retrieval and by school through the department heads or administrative clerk.

Data Analysis

The gathered data were tabulated. The degree of agreement/disagreement to every item in terms of perceived conflicts between teachers was counted. The mean was computed to determine the most perceived conflicts between teachers as perceived by the teachers based on the six areas and to determine the teachers' level of productivity based on the PAST data with respect also to the six areas. For Part II of the questionnaire, the gathered data were processed using frequencies to find out the actions of teachers in handling

conflicts between and among them on the given six areas. Finally, Pearson r and the critical values of the correlation coefficient or p-value were computed to determine if there was a significant relationship between perceived conflicts between teachers as perceived by the teachers and level of productivity of the teachers.

Results and Discussion

Perception of Teacher-Respondents on Conflicts in School for the Six Areas

From the data presented in Table 1, it can be surmised that the teachers experienced conflicts in the first five areas and among these areas, teachers experienced more conflicts in the area of learners' achievement (ranked 1st).

Table 1. Means and Ranks of Perception of Teachers on Conflicts between and among Them

Areas	Perceived Conflicts* *(Contexts where conflicts may have emerged)*	Mean**	Interpretation	Rank
Learners' Achievement (LA)	1. Differences in terms of insights or opinions whether the students should be passed or failed 2. Different views on the way of giving grades based on the present curriculum 3. Negative feedbacks to teachers due to inability to secure the confidentiality of students' grades	2.27	Agree	1
Lesson Planning and Instruction (LPI)	1. Reprimand teachers because of delay in returning borrowed reference materials 2. Comparing number of teaching loads 3. Comparing the quality of prepared lesson plans	2.24	Agree	2.5
Assessment of Students' Learning (ASL)	1. Comparing good assessment tools for students 2. Comparing format of creating summative tests in K-12 design 3. Differences in set standards in giving assessments	2.24	Agree	2.5

Classroom Management (CM)	1. Reprimand other teachers because of not erased writings on the board	2.18	Agree	4
	2. Seniority of other teachers/age gap in critiquing other teachers in terms of classroom management			
School, Home, and Community Relations (SHCR)	1. Differences in views or opinions on the right solution for a problem of parents' inactive participation	2.16	Agree	5
	2. Negative feedbacks to teachers who failed to communicate properly with parents			
	3. Disagreements due to engagement in an assigned activity not suited to interests and needs			
Professional and Personal Characteristics (PPC)	1. Negative feedbacks to teachers by questioning their worth in attending seminars and leaderships in activities implemented	1.93	Disagree	6
	2. Talking on teachers' life during free time			
	3. Vying for promotions in terms of seniority and long years of service			

* Ranking of Perceived Conflicts

** Mean of the Areas

Among the perceived conflicts (contexts where conflicts may have emerged) indicated in *learners' achievement*, the teacher-respondents had struggles when it comes to grades of students. Specifically, these were about differing opinions on passing or failing students, giving grades, and securing confidentiality of students' grades. Teachers showed negative feedbacks to others.

Both *lesson planning and instruction and assessment of students' learning* ranked 2nd. Perceived conflicts on borrowing of instructional materials, comparing of teaching loads and lesson plans, and comparing of assessment tools such as summative tests prevailed in these areas as perceived by the teacher-respondents. Said conflicts happened because the teachers had different perspectives when it comes to these areas. The study of Pornasdoro (1991) revealed work load as one of the variables which cause conflict situations and hamper productivity.

The seniority or age gap of teachers dominated the conflict situations in the area of *classroom management*. The teacher-respondents agreed they reprimand other teachers for not erasing writings on the board. This area ranked 4th.

The area of *school, home, and community relations* ranked 5th. Among the contexts, differences in opinions and failure of communication with the parents dominated this area. This is consistent with the study of Bustos (1990) which found that lack or delay in communication can lead to serious conflict. Conflicts among workers are almost invariably traceable to failure of communication. Another indicator of perceived conflict was disagreements in the assigned activities to teachers that don't suit teachers' interests and needs. This is consistent with the studies of Rahim (2002) and Hotepo (2010) which revealed that conflict occurs when a person is required to engage in an activity that is incongruent with his or her needs or interests, and lack of cooperation or participation of some co-workers. It results in withdrawal of individuals and unwillingness on their part to participate in other group or assist in various group actions programs in an organization.

On *professional and personal characteristics*, the teacher-respondents generally disagreed to the prevalence of conflicts in this area. However, among the given indicators of conflict situations, disagreements in terms of qualifications in leadership skills, attending seminars, and competition in promotion dominated this area as well as talking on teachers' life during free time. The latter is true with the study of Asoy (1996), that talking often about other person's life during spare time is one of the commonly encountered conflicts between teachers.

Teachers' Management of Conflicts between and among Themselves

Table 2 presents the top five ways on how the teachers handled conflicts between them pertaining to the six given areas. Confrontation and negotiation were two of the teachers' ways in handling conflicts. These indicators fall on Collaborating as a conflict management style employed by teachers. The indicators were usually responded repeatedly in the first four to five areas.

Table 2. Means, Frequencies, Average, and Ranks of Summary of How Teachers Handle Conflicts between Them

Conflict Management Style	Indicators	Areas*	Frequency**	Average	Rank
Collaborating	Confront the teacher concerned directly about the conflict	LPI, CM, ASL, LA, SHCR, PPC	1940	323.33	1
	Negotiate with the teacher concerned and suggest something for agreement	LPI, CM, ASL, LA, SHCR	1922	320.33	2
Accommodating	Show a pleasing personality to talk about the conflict	SHCR	1849	308.17	3
Competing	Show dominance over the other towards the resolution of conflict	PPC	1717	286.17	4
Collaborating	Go first and talk to the teacher concerned about the conflict with humility	ASL, PPC	1716	286.00	5

* Areas in which the indicators are common

** Multiple Responses in Six Areas

The indicator "Confront the teacher concerned directly about the conflict" ranked 1st. Ranked 2nd is the indicator "Negotiate with the teacher concerned and suggest something for agreement." These indicators are common in the areas of LPI, CM, ASL, LA, and SHCR. These results are consistent with that of the study of Franco (1986) about a mature and intelligent type of Filipino confronting other persons in which ideas are openly discussed instead of silent

suspicions and backbiting. The actions of confrontation and negotiation were also found out in the study of Lazarus (2014), that there is significant positive contribution of collective bargaining and negotiation as ways in handling conflicts to have significant contribution to employee's productivity. This is consistent with the study of Peterson (2009) about techniques useful for teachers in managing classroom and saving relationships with co-teachers such as finding solutions together and agreeing on a plan for action.

Accommodating, showing a pleasing personality to talk about the conflict, ranked 3rd. It was shown in the area of SHCR. Naturally, the first three ways which teachers practiced in handling conflicts were also common in this area. Being nice and humble in dealing with other teachers in terms of conflicts implies good interpersonal relationships between and among them.

Other teacher-respondents practiced initiative in doing the first move to talk about the conflict, but showing dominance is necessary for the teachers who did the first move to resolve the conflict because these teachers believed they can manage the conflict better than other teachers involved in the given conflict situations. This finding is similar to those of Billikopt (2014) and Orpelatada (2002) on effective dialogue, negotiation, resolving disagreement, and handling difficult people and tense situations with diplomacy and tact. This was also revealed in the study of Peterson (2009) on handling conflicts with co-teachers to save the relationships and resolve the conflicts right away.

Productivity Level of Teachers as recorded in their PAST

On the area of Professional and Personal Characteristics, the teacher-respondents were 'Outstanding' (Table 3). It indicates that the teachers performed better in this area.

Table 3.   Level of Productivity of Teachers in Six Areas

Area	Mean	Verbal Interpretation
Lesson Planning and Instruction	8.17	Very Satisfactory
Classroom Management	7.95	Very Satisfactory
Assessment of Students' Learning	8.23	Very Satisfactory
Learners' Achievement	8.45	Very Satisfactory
School, Home, and Community Relations	8.17	Very Satisfactory
Professional and Personal Characteristics	9.12	Outstanding
Overall Mean	8.44	Very Satisfactory

Table 3 also presents that the teachers performed very satisfactorily in the areas of Lesson Planning and Instruction; Classroom Management; Assessment of Students' Learning, Learners' Achievement; and School, Home, and Community Relations with means of 8.17, 7.95, 8.23, 8.45, and 8.17, respectively. The level of productivity of teachers in all the six areas was in the very satisfactory level, with an over-all mean of 8.44. Expectedly, the teacher-respondents showed better performance in all areas, almost closed to the highest level of productivity.

Regardless of how the teacher-respondents were drawn, it shows that they were much particular or they gave much importance about their performance, as shown in the records of their PAST.

Relationship between the Perceived Conflicts between Teachers and their Productivity Level

Table 4 shows that there was no significant relationship between the perceived conflicts between teachers and their level of productivity. However, the computed r for *learners' achievement and professional and personal characteristics* showed moderate correlation. The findings negate the argument of Mendoza (2001) and the finding of

Visco (2000). The former stated that conflicts in a school setting can have a way of seriously undermining the people's morale and effectiveness and that they can be the cause of reducing productivity while the latter revealed in his study that there was a significant relationship between interpersonal relations and faculty productivity taken singly and as a whole. Perhaps, different people with different working conditions and varied circumstances are some of the factors contributing to the differences in the findings.

Table 4. Computed r, Verbal Interpretation, r², p-value, and Decision on Correlation between the Perceived Conflicts between Teachers and Level of their Productivity in the Six Areas

Pairs of Variables (Perceived Conflicts between Teachers and Level of Productivity in terms of)	Computed r	Verbal Interpretation	r^2	p-value (critical value at 0.05)	Interpretation
Lesson Planning and Instruction	- 0.09	slight correlation, almost negligible relationship	0.0081 or 0.81 %	0.576	no significant relationship
Classroom Management	+ 0.25	slight correlation, definite but small relationship	0.0625 or 6.25 %	0.576	no significant relationship
Assessment of Students; Learning	+ 0.05	slight correlation, almost negligible relationship	0.0025 or 0.25 %	0.576	no significant relationship
Learners' Achievement	+ 0.46	moderate correlation, substantial relationship	0.2116 or 21.16 %	0.576	no significant relationship
School, Home, and Community Relations	- 0.28	slight correlation, definite but small relationship	0.0784 or 7.84 %	0.576	no significant relationship
Professional and Personal Characteristics	- 0.47	moderate correlation, substantial relationship	0.2209 or 22.09 %	0.576	no significant relationship

There was a moderate correlation or substantial relationship between the perceived conflicts between teachers and their level of productivity in the areas of *learners' achievement, and professional and personal characteristics* with a computed r of .46 and -.47, respectively, and computed r^2 of .2116 or 21.16% and .2209 or 22.09%.There was slight correlation or almost negligible relationship between the perceived conflicts between teachers and their level of productivity in the areas of *lesson planning and instruction, and assessment of students' learning,* with a computed r of -.09 and .05, respectively, evident in the computed r^2 of 0.0081 or .81% and .0025 or .25%, respectively. There was a slight correlation or definite but small relationship between the perceived conflicts between teachers and their level of productivity in the areas of *classroom management, and school, home, and community relations*, with a computed r of .25 and -.28, respectively, and computed r^2 of .0625 or 6.25% and .0784 or 7.84%.

The results of this study showed that conflicts between and among teachers emerged in the area of *learners' achievement*. When it comes to the style of teachers in handling conflicts between them, the conflicts in the area of *learners' achievement* was handled through the *collaborating style.* Furthermore, in this area, a moderate correlation between the perceived conflicts and teachers' level of productivity was detected. These findings were the basis for the proposed conflict management program for teachers which aims to enhance the performance of teachers especially in the achievement of students' learning.

Conflict Management Program for Teachers

The researchers proposed the Conflict Management Program for Teachers. It is necessary as proposed by previous studies such as those of: Stinski and Gallus (1994), that there should be a program which includes formal process

for resolving conflicts between teachers through trained specialists and resources which includes workshops; Flora (2002) on well-planned training program to enhance conflict management styles; Adomi et al. (2005) on training for teachers as a way of preparing them for conflict management through seminars, workshops, conferences, and symposium from time to time. Also, the proposed conflict management program is necessary to enhance productivity of teachers as espoused by Lazarus (2014), that workers at all level should be trained to reduce the occurrence of conflict at workplace and to improve productivity and professional competence of teachers.

The activities in the form of seminars, training, and even workshops are anchored on the results and findings of this current study. Some activities for teachers are: seminar-workshop on conflict resolution and analysis with emphasis on conflict management; seminar-workshop on alternative dispute resolution (ADR) with emphasis on the various forms of mediation or negotiation process; training with respect to proper communication skills (verbal or non-verbal), right behaviour, and attitude in handling conflicts between and among them.

The features of this proposed program are based on the idea that conflicts can be handled well, and its effects would be reduced if all of the people concerned in the program are very much participative. The whole program has important parts or key elements such as the objectives, processes, strategies, duties and responsibilities, and evaluation. There are hands-on and formal lectures to be given to teachers wherein they will be exposed to several activities related to the areas covered in this study. This program also involves a step-by-step process for smooth implementation up to monitoring and evaluation. In other words, one of its good features is its organized structure and systematic framework of responsibilities and acquisition of

CONFLICT MANAGEMENT PROGRAM FOR TEACHERS (CMPT)

CMPT Contents	Research Findings	Activity	Objectives	Clientele	Resources Requirement		Time Frame	Key Results/ Expected Outcomes	Success Indicators
					Implementers	Logistics/ Materials			
Most Perceived Conflicts relating to Learners' Achievement (LA)	The area of Learners' Achievement (LA) shown in the most perceived conflicts between teachers followed by Assessment of Students' Learning and Lesson Planning and Instruction	Seminars, trainings and workshops regarding the present DepEd Memorandum regarding grading system or criteria in giving grades to students	To equip teachers with the ideas and knowledge about latest grading system	Teachers	School's Division Superintendant / School's Division Coordinators	DepEd Memos / Toolkits / Honoraria for experts/ professionals	June-July of the School Year 2016-2017 before the giving of the 1st Grading Period (Computation of Grades)	Grading Sheets / E-Class records / Report Cards	Teachers can able to follow the necessary guidelines
		Seminars, trainings, and Workshops regarding test construction based on K12 program	To equip teachers with the skills in test construction KPU design (K12 Program)		Principals	Standard tests in K12 design / Honoraria for experts/ professionals	June-July of the School Year 2016-2017 before the giving of the 1st Periodical Tests	Constructed Periodical Tests	Teachers can construct test items anchored on KPU
		Regular Monitoring of Teachers when it comes to the delivery of instruction	To ensure that teachers maintain proper delivery of instruction as reflected in their daily lesson plan		Department Heads	Observation Sheet	Whole year round (1st and 2nd semester) as per scheduled of school year 2016-2017	Observation Sheet Results / Post Deliberation Agreements	The teachers are VS or even O in terms of performance
		Review or check teachers who have extra teaching loads or double preparations	To address lack of teachers in the concern subject area		Hired Professionals and Experts	Teachers' Loads in School Program	June-July of the School Year 2016-2017 after the submission of School Programs of the schools	School Programs have been reviewed and checked	Additional Teachers needed for subject areas

Teachers handle conflicts between them	Confront the teacher concerned directly about the conflict;	Seminars, trainings and workshops regarding Attitudes and Behaviors; Personality and Values	To enhance teachers' skills in dealing with other teachers towards attitudes, behaviors, personality and values	Teachers	School's Division Superintendant	Toolkits; Honoraria for experts/ professionals	August-September 2016-2017 as per scheduled	Interview and Assessment results	Teachers can apply the skills learned in dealing with other teachers in terms of confrontation
	Negotiate with the teacher concerned and suggest something for agreement;	Seminars, trainings, and workshops regarding Negotiation process	To equip teachers with the fundamental skills in dealing with other teachers in terms of negotiation process		School's Division Coordinators; Principals	Toolkits; Honoraria for experts/ professionals	October-November 2016-2017 as per scheduled	Interview and Assessment results	Teachers can apply the skills learned in dealing with other teachers in terms of negotiation
	Show a pleasing personality to talk about the conflict	Seminars, trainings, and workshops regarding Interpersonal Communication	To develop communicating skills among teachers in verbal non-verbal ways		Department Heads; Hired Professionals and Experts	Toolkits; Honoraria for experts/ professionals	December-January 2016-2017 as per scheduled	Interview and Assessment results	Teachers can apply the skills learned in dealing with other teachers in terms of communicating skills
Teachers' Level of Productivity	Teachers perform Very Satisfactory (VS) in all areas of their PAST	Seminars, trainings, and workshops regarding Performance Appraisal and Management	To maintain performance of teachers in the areas with high performance and develop more the areas which are at risks of lower performance	Teachers	School's Division Personnel Office; Principals; Department Heads	Performance Appraisal System for Teachers (PAST); Toolkits; Honoraria for experts/ professionals	January 2017 as per scheduled	PAST Results at the end of the school year	The teachers are VS or even O in terms of performance

Relationship between perceived conflicts and teachers' level of productivity	There is positive (+) and negative (-) Average/ Moderate Correlation in the areas of Learners' Achievement	Seminars, trainings, and workshops regarding Best Practices when it comes to Increasing Productivity pertaining to Learners' Achievement	To equip teachers with best practices in increasing performance in terms of to Learners' Achievement while reducing the conflicts	Teachers	School's Division Superintendent School's Division Coordinators	Toolkits Honoraria for experts/ professionals	February 2017 as per scheduled	Interview and Assessment results	Teachers can apply the best practices towards learners' achievement while reducing the conflicts
	There is positive (+) and negative (-) Average/ Moderate Correlation in the areas of Professional and Personal Characteristics	Seminars, trainings, and workshops regarding Best Practices when it comes to Increasing Productivity pertaining to Professional and Personal Characteristics	To equip teachers with best practices in increasing performance in terms of Professional and Personal Characteristics while reducing the conflicts		Principals Department Heads Hired Professionals and Experts	Toolkits Honoraria for experts/ professionals	March 2017 as per Scheduled	Interview and Assessment results	Teachers can apply the best practices towards professional and personal characteristics while reducing the conflicts

resources of every person involved in this program. In terms of the resources requirement, as one of the features of this program, it is stated in the proposed program the essentials of delegations of the principals and department heads by the school superintendents and supervisors to consider the availability of resources such as school papers and documents needed by teachers as well as in the hiring of qualified and experts professionals in the field of transpiring activities for conflict management. In order to evaluate the results of this program, one of its features also is the key results or expected outcomes as well as the consideration of success indicators.

Conclusion and Recommendations

This study showed that among the six areas, the teachers perceived that conflicts may arise in the area of Learners' Achievement. The teachers employed the Collaborating Style in handling conflicts between and among them as shown by several indicators. This style was also evident in the area of Learners' Achievement. There was a moderate significant relationship between the perceived conflicts between and among teachers and their level of productivity in the area of Learners' Achievement.

This study was conducted to determine the perceived conflicts between and among the teachers taking into consideration the six areas under the Performance Appraisal System for Teachers (PAST), describe the teachers' styles in handling conflicts, identify their level of productivity and its relationship with the perceived conflicts between and among the teachers. The findings of this study were the basis of a conflict management program for teachers.

The researcher believed that early actions to deal with conflicts by teachers are very much indispensable not to abolish but to reduce and lessen conflicts. Therefore, as part

of the purpose of this study, a Conflict Management Program for Teachers (CMPT) is necessary. There is still room for improvement, but this program could be a leading step to facilitate continuing training and workshops for teachers.

The indicators of conflicts were considered as bases for the program's proposed activities pertaining to learners' achievement; lesson planning and instruction; and assessment of student's learning. The teachers agreed that conflicts occur in these three areas. This signifies that teachers struggled in making decisions when it comes to students' performance, borrowing of reference materials, and comparing each other's works or outputs such as in the preparation of lesson plans, students' assessment styles, and even comparing each other with regards to the number of teaching loads given to them, which, which caused collision of insights and opinions. Therefore, some of the activities are continuing seminars, training, and workshops about the grading systems (in different areas of specialization); test constructions and assessments; regular monitoring of teachers in the delivery of instruction; and proper distribution and allocation of teaching loads as well as considering the use of reference materials.

The teacher-respondents showed various ways on how to manage the conflicts between them. They perceived that they can handle conflicts with other teachers by being open in direct confrontation and negotiation, and by showing a pleasing personality to talk about the conflict. These indicators tell that the teachers employed the *Collaborating Style* of handling conflicts. Involvement in the continuing activities in the program is necessary since the responses of teachers are indicators of positive outcomes, that conflicts among them could be handled well. Some of the proposed activities are seminars, training, and workshops for teachers on attitudes, behaviors, and personality management; interpersonal communication; and negotiation process. This

is to widen or broaden their awareness and skills when it comes to confrontation and negotiation. The respondents perceived that they are approachable and open to dialogue and discussion to solve the conflict. On the other hand, some of the teachers perceived that they can resolve the conflict on their own and not just depend on dialogue and open discussion. They believed that by showing dominance, they can handle conflicts with others. This was revealed only in the area of personal and professional development.

The performance of teachers is one of the important factors to teachers' productivity. Hence, teachers must exert efforts in upgrading their performance and are expected to give their very best in teaching. Therefore, a continuing in-service training program is also necessary to maintain the level of performance of teachers in all areas of concern. The study revealed that teachers performed at a very satisfactory level in the first five areas, and outstanding in the last area which is Personal and Professional Development. This revealed that teachers are devoted to and committed in upholding student learning and achievement. They maintain their characteristics on personal and professional concerns. They make sure that they abide with ethical standards, possess and reflect good moral values in their actions/works and towards other people, and consider the progress of their teaching through professional development. They do this by pursuing graduate studies and attending seminars, training, and workshops. The Division of Quezon City could provide more scholarship grants to equip teachers not just a degree but ways to enhance learning and achievement of students in the Division, especially in the standardized examinations such as the National Achievement Test.

The conflicts experienced by teachers did not have direct effect on their level of productivity in totality as there was no significant relationship between the two

variables. However, a moderate correlation was detected in the areas of Learners' Achievement and Professional and Personal Characteristics. This result should not be neglected. Remember that these areas are components of the productivity of teachers. Hence, if they will not be considered, the teachers' productivity might be affected in the long run considering other circumstances and other related factors. Take note that conflicts between teachers happened in the area of learners' achievement, and productivity on personal and professional characteristics of teachers was outstanding.

The results of this study could help future researches to follow up and validate other factors thatwere limited in this study. First is a need for the revision of some indicators of conflicts in every area to be more relevant. Second, a similar study could be conducted in other divisions to have a comparative analysis and create a more comprehensive and applicable conflict management program. Lastly, future studies can consider two to three consecutive school years to record and analyze the long term effects of conflicts between and among teachers on their productivity. This will ensure progress towards the development of a large scale program for conflict management not only in one division or region but also in the whole educational system.

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