

## THESIS ABSTRACT

This study had a threefold thrust: to analyze the conflict-handling styles of the private secondary school principals in Batangas, to predict the choice of these styles in the light of certain variables, and to find the possible relationship between the administrators' choice of conflict-handling styles and selected teacher-related variables.

Specifically, the study attempted to answer the following questions:

1. What is the profile of the respondent principals in terms of:
  - 1.1. Age
  - 1.2. Sex
  - 1.3. Status (religious or lay)
  - 1.4. Educational Attainment
  - 1.5. Administrative experience as principal
  - 1.6. Type of School (sectarian or non-sectarian)
2. What are the conflict-handling styles of the private secondary school principals?
3. What is the profile of the teacher respondents in terms of their:
  - 3.1. Level of morale, and
  - 3.2. Level of job satisfaction?
4. Is there a significant relationship between the principals' choice of conflict-handling styles and the following variables:
  - 4.1. Principal-related variables:
    - 4.1.1. Age
    - 4.1.2. Sex
    - 4.1.3. Status (religious or lay)
    - 4.1.4. Educational Background
    - 4.1.5. Years of administrative experience as principal, and the
  - 4.2. School-related variables



4.2.1. Type of school (sectarian/non-sectarian)

4.3. Teacher-related variables:

4.3.1. Level of morale and

4.3.2. Level of job satisfaction?

5. Which of the aforementioned variables can predict the principals' choice of conflict-handling styles?

6. What regression equations can predict teachers' level of morale and job satisfaction given the administrators' conflict-handling styles?

The descriptive-correlational method of research was used in this study. As a descriptive study, it presented the conflict-handling styles of principals and the levels of morale and job satisfaction of their teachers.

The study is also correlational in nature because it determined the relationship between the principals' choice of conflict-handling styles and selected independent variables.

Descriptive statistics like frequencies, percentages, measures of central tendencies, and measures of variations were used in presenting the profile of the respondents as to age, sex, and other demographic variables.

Lastly, simple and multiple correlation and regression analyses were employed to determine the significant correlates and predictors of the principals' choice of conflict-handling styles and of the teachers' levels of morale and job satisfaction.

#### FINDINGS

Following are the results of the investigation grouped according to the sub-problems raised by the study:

1. Profile of the Private Secondary School Principals in Batangas according to Demographic Variables.



- 1.1. Majority of the principals were females (n=48, 84.2%). Forty-one or 71.9% of them were lay. Most of them were over 40 years old (n=37, 64.9%).
- 1.2. In terms of educational attainment, 27 or 47.4% of them had master's units, 22 or 38.6% were graduates of masteral courses, and one had doctoral units.
- 1.3. Thirty-four or 60% of them came from the non-sectarian schools and 58% of them (n=33) had almost ten years of administrative experience. The rest had approximately twenty to thirty years of administrative experience with the exception of one who served for more than thirty years as principal.

## 2. Principals' Conflict-Handling Styles

- 2.1. All the age groups except for those belonging to the oldest group (70 years old and over) preferred the accommodating style to the other styles. They used the competing style least. The oldest group on the other hand, preferred to employ the avoiding style more often than the other styles, and tended to use the compromising style least. The collaborating style was used moderately by all groups. Only the age group, 61-70 years old and over, had average use of the compromising style. All the other groups had low use of it.
- 2.2. Both the male and the female principals tended to employ the accommodating style predominantly over the other styles. They had average use for the collaborating style and low use for the compromising style. The male principals had low use of the avoiding style while the female principals had average use of it. Both groups had the least use for the competing style. The female principals however, relatively tended to employ the competing styles more often than the males.



2.3. The principals when grouped according to status, i.e. religious or lay, had almost the same preferences concerning conflict-handling styles. Both groups employed the accommodating style more often than the other styles and used the competing style least.

2.4. All groups preferred the accommodating style. However, the principals without graduate units had the avoiding style as their second choice while those with masters' or doctoral units generally employed the collaborating style next to the accommodating style. Both had the least use of the competing style.

2.5. There appeared to be a relatively higher preference for the accommodating style among the principals regardless of their years of administrative experience.

2.6. When grouped according to type of school, the same administrators had the same hierarchical preference for conflict-handling styles namely: accommodating, collaborating, avoiding, compromising, and competing, in that order.

### 3. Teachers' profile in terms of their Levels of Morale and Job Satisfaction

#### 3.1. Levels of Morale

3.1.1. The teachers' level of morale in the private secondary schools in Batangas during the school year, 1988-1989 was "high" whether viewed as a whole or in terms of the three morale dimensions as reflected in the obtained area means for Cohesive Pride ( $\bar{X}=3.55$ , Very High), Leadership Synergy ( $\bar{X}=3.31$ , High), and Personal Challenge ( $\bar{X}=3.53$ , Very High).



3.1.2. The teachers belonging to the sectarian schools got a higher mean average for morale than those in the non-sectarian schools although both mean scores fell under the category of "high".

### 3.2. Levels of Job Satisfaction of the Teachers

3.2.1. The teachers were found to be "satisfied" with their work ( $\bar{X}=3.99$ ).

3.2.2. The teachers were slightly more satisfied with the job factors: responsibility, work itself, supervision; achievement, recognition and growth, and advancement, compared with policy, working conditions, and salary.

3.2.3. As in the case of level of teacher morale, the sectarian school teachers also had a higher job satisfaction level than those from the non-sectarian schools.

## 4. Relationship between the Principals' Conflict-Handling Styles and Selected Independent Variables

### 4.1. Principal-Related Variables

Of the principal-related variables: age, sex, status, educational attainment, and administrative experience, only sex was found to be significantly related with the extent of use of the competing style. Although both the male and the female administrators were found to employ the competing style least among the five conflict-handling styles, the females tended to utilize these styles more often than the male administrators as mentioned earlier.



## 4.2. School-Related Variables

4.2.1. Type of school had no significant relationship with the principals' extent of use of the conflict-handling styles.

## 4.3. Teacher-Related Variables

4.3.1. The extent of use of the conflict-handling styles of the principals had no significant relationship with the levels of morale and job satisfaction of the teachers under their supervision.

## 5. Predictors of Conflict-Handling Styles

5.1. Of the hypothesized predictors of this study, only the sex of the respondents could significantly predict the principals' use of the conflict-handling styles. However, this variable can only predict the extent of use of the competing style but not of the other four styles.

## 6. Regression Equation

6.1. The principals' extent of use of the competing style (y) may be predicted by their sex (x) with the use of the simple regression equation:

$$y = 3.85 - 1.96 x$$

which has a standard error of the estimate of 2.504. Since no variables were found to correlate significantly with teachers' level of morale and job satisfaction, no regression equation may be given for predicting said variables.



CONCLUSIONS

The following conclusions were drawn from the aforementioned findings of the study:

1. Based on the obtained correlational coefficients, the following conclusions were made:
  - 1.1. The hypothesis which states that there is a significant relationship between the principals' conflict-handling styles and their age, sex, status (religious or lay), educational attainment, years of administrative experience and type of school was rejected.
  - 1.2. The hypothesis which asserts that there is a significant relationship between the principals' conflict-handling styles and the teachers' level of morale and job satisfaction was rejected.
2. Since the results showed that the principals did not have any predominant conflict-handling style, it may be possible that they employed the different styles on the basis of some considerations like the nature of the conflict or the situation. This inference may be verified through a follow-up study.
3. Since only the sex of the respondent principals had a significant relationship with their extent of use of only one style, the competing style, there were other factors not covered by the study which could account for the principals' use of the different conflict-handling styles.
4. Since the principals' choice of conflict-handling style had no significant relationship with the level of morale and job satisfaction of the teachers as shown by the results of the study, it can be concluded that there were other factors not included in this study that influenced their level of morale and job satisfaction.



## RECOMMENDATIONS

In the light of the findings and conclusions of the study, the following recommendations are given:

1. Since the findings of the study showed that the principals tended to use the accommodating and the avoiding styles more often than the other styles, an in-service training that would warrant opportunities to learn when and how to use the other styles will be beneficial to the respondent principals.
2. Since the reader respondents had less satisfaction with the schools' policies, working conditions, and with their salaries compared with other job factors, the respondent schools should look into the possible causes of their dissatisfaction and find means to meet their needs in these areas more adequately.
3. As possible offshoots of this study, the following researchers may be undertaken:
  - 3.1. An investigation of the possible reasons why the teachers from the sectarian schools had higher levels of morale and job satisfaction than those teachers from the sectarian schools.
  - 3.2. Another study using other possible correlate predictors of principals' conflict-handling styles.
  - 3.3. A replication of the study using principals and teachers from the public schools in Batangas.
  - 3.4. A replication of the study using other provinces of the country.

