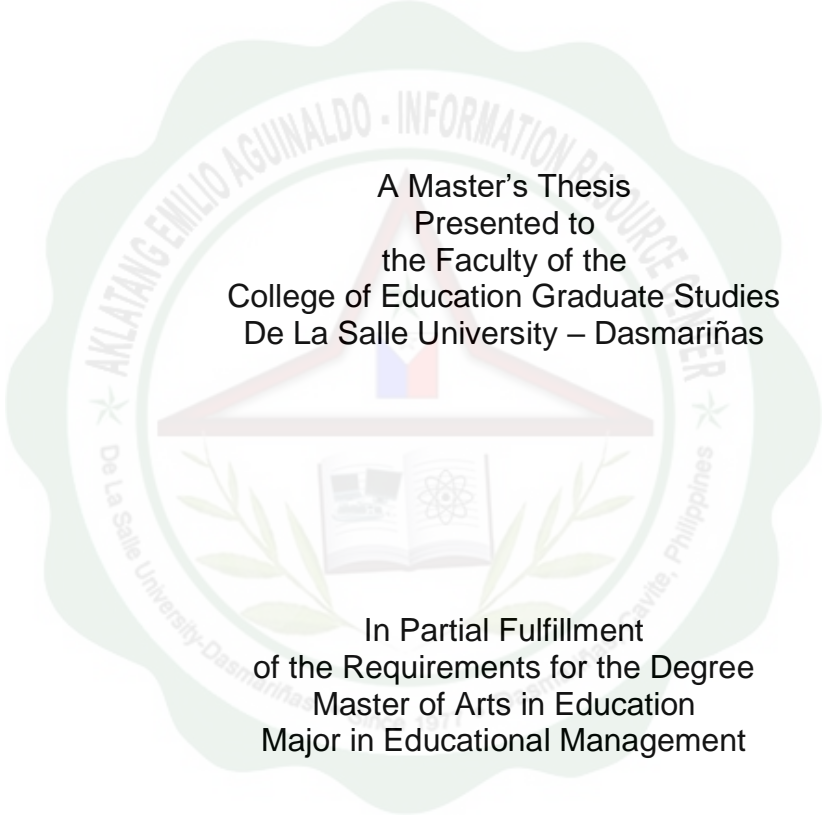




**De La Salle University – Dasmariñas**  
**GRADUATE PROGRAM**

**TEACHERS' COPING MECHANISMS IN CONFRONTING  
SCHOOL-BASED CONFLICTS:  
A GROUNDED THEORY**

A large, light green watermark seal is centered on the page. It features a circular border with the text "AKLATANG EMILIO AGUINALDO - INFORMATION RESOURCE CENTER" at the top and "De La Salle University - Dasmariñas" at the bottom. Inside the seal, there is a stylized graphic of a triangle with a cross inside, and an open book with a gear-like symbol on it, flanked by two olive branches.

A Master's Thesis  
Presented to  
the Faculty of the  
College of Education Graduate Studies  
De La Salle University – Dasmariñas

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
Major in Educational Management

**ALVIN M. IGNAO**

**May 2020**



### ABSTRACT

Title of the Research: **TEACHERS' COPING MECHANISMS IN CONFRONTING SCHOOL-BASED CONFLICTS: A GROUNDED THEORY**  
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Degree: **Master of Arts in Education**  
Major in: **Educational Management**  
Date of Completion: **May 2020**

School-based conflict has different meanings and understandings on the basis of contexts. It could be a blessing or a curse to any individual, group or institution depending on how the phenomenon is perceived and achieved to resolve. This empirical study investigates on how teachers cope-up in dealing with school-based conflicts and determine based on fact-finding accounts their appropriate approaches in handling this phenomenon.

This study adopted the Straussian Grounded Theory Methodology which allowed the exploration of the phenomenon from the participants' perspectives and accommodating issues based on their lived-experiences that would served as the source of primary data. Data was collected from interviews of forty-one selected public and private school teachers. Researcher memos and applicable extant literature were also included as data. There were four phases of data collection with participant recruitment directed by theoretical sampling based upon the ongoing data analysis. All of the data were analyzed through open coding, axial coding, selective coding and theoretical coding to develop the core category and its properties. Constant comparative analysis produced the core category "dialogical-contemplative coping approach".