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Conflict Management and Communication Styles of Educational Leaders in Guangdong Business and Technology University: Towards a Leadership Development Training Program

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Abstract

Aim: This study determined the relationship between the assessed conflict management and communication styles of the university leaders of Guangdong Business and Technology University in China towards a leadership development training program.

Methodology: This study adopted a descriptive quantitative- comparative- correlational research design. It was conducted during the second semester of school year 2021-2022. The data gathered were collated and treated using the Statistical Package for Social Sciences or SPSS software.

Results: Based on the results, the most evident conflict management styles of the university leaders are the compromising, and collaborating styles which ranked first and second respectively among the five identified management styles. It can also be noticed that avoiding and accommodating styles were evident among the university leaders as assessed by the teachers, while competing style was given the lowest assessment by the respondents. An over-all mean values of 3.50 shows that the conflict management style of the university leaders is evident as perceived by the teacher respondents.

Conclusion: Compromising and collaborating styles of conflict management are the most evident styles among the university leaders. Older teachers have seen avoiding style of conflict management more evident in their university leaders, while least evident in the eyes of the younger ones. Aggressive communication style was most evident among the university leaders while passive style was the least as observed by the teachers. Older teachers have seen their leaders to be more assertive than how the younger ones have seen them. The way the educational leaders handle conflict management is affected by the way how they communicate with their subordinates. It can also be said that effective communication style is a factor in managing and solving conflicts in the workplace.

Keywords: Conflict Management, Communication Styles, Educational Leaders, China

INTRODUCTION

Schools are prone to conflicts and breakdown in communication especially in an age where all role-players are aware of their rights. School-based conflicts can be ignited by several aspects. Yet the educational leaders are expected to be able to effectively address conflicts in their schools.

Conflict is "a battle, contest of opposing forces, discord, antagonism existing between primitive desires, instincts and moral, religious, or ethical ideals." It is the tension between two or more social entities, individuals or groups that arise from incompatibility of actual or desired responses (Raven & Kruglanski, 2020). According to Katz and Lawyer (2021), conflict is a situation or state between at least two interdependent parties, which is characterized by perceived differences that the parties evaluate as negative. Conflict is natural among human being. Conflict, to differing degrees, occurs daily in everyone's life. Conflict is in and of itself, is not necessarily good or bad. It is the way that conflict is handled that makes the outcome positive or negative. If handled effectively, conflict can create a good learning experience. If handled ineffectively, conflict can quickly escalate to physical and emotional violence.

Educational leaders devote a significant portion of their time to dealing with conflict. Those who look for the sources of these conflicts may find that many of them reside in their own interpersonal behaviors, which may be products of their gender, age, and experience. It cannot be overstated the broad skill set educational leaders must have to manage conflict in modern organizations (Lang, 2019; Ramni & Zhimin, 2018). The varied interpersonal



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abilities leaders need to resolve in employee disputes are in large respect a reflection of the dynamic workplace context.

For this reason, the researcher would like to examine the preferences among educational leaders as to how conflicts should be managed in terms of communication. Leadership preferences for conflict and communication management will be studied within the university where he currently works for. He will correlate this with the leaders' communication styles too. The researcher believes that this study will reveal the unique context of his university in terms of the conflict management and communication styles of its educational leaders.

The educational leaders' age, sex, working experience and educational attainment were explored in the study as possible factors influencing perceptions related to preferred conflict management approaches and the actual communication styles, as these variables have been linked to leadership effectiveness in past research.

The purpose of this study is to assess the educational leaders' conflict management and communication styles and its effects on age, sex, working experience and educational attainment in Guangdong Business and Technology University in China.

Conflict management is what we do when we identify and deal with conflict in a reasonable manner. To manage conflict, skills like effective communication and negotiation are needed. The term conflict management has become an ever-expanding umbrella that is used to cover a variety of approaches. Conflict management teaches life skills, negotiation strategies and mediation skills.

Different studies have been done to explore conflict management. On the positive side, conflict can provide an opportunity for creativity, renewed energy, development, and growth to individuals, groups, and organizations, resulting in increased cohesion and trust. On the other hand, a negative conflict usually starts with petty arguments that consequently leads to high tensions in workspaces. Arguments might be over something as minor as someone eating another's lunch or stealing a parking space. While the occasional minor argument is not overly alarming, managers need to have a process in place to ensure overall morale does not diminish. It is not just the two parties arguing that are affected. If tensions continue to rise, everyone feels it. People might take sides or feel pressure to appease one party or another to reduce the tension.

The objective of conflict management is to achieve a constructive emotional state in all parties and a clear, mutual understanding of one another's view. There are certain reasons that serve as the motivating factors for the researcher to conduct this study. She wants educational leaders to know how to manage and resolve conflicts. Managing conflict in schools has been a perennial challenge for educators. Conflicts are a natural part of life and therefore a natural part of school life as well. The researcher believes that educational leaders are facing many challenges, among them is conflict management, thus this study.

According to Kazimoto (2018), workplace conflict is described as the presence of discord that occurs when goals, interests or values of different individuals or groups are incompatible and frustrate each others' attempts to achieve objectives in an organization. It is a communication process and an inevitable consequence of transactional relationships manifesting in disagreement and dissonance with and between individuals and groups in the work environment. In this context, workplace conflict is a fact of life in any organization if people will compete for jobs, power, recognition and security (Adomie & Anie, 2017).

Conflicts are caused by a number of aspects that create tensions between people. Corvette (2017) contends that conflict exists wherever, and whenever there is an incompatibility of cognitions or emotions within individuals or between individuals. Moreover, this author avers that conflict arises in personal relationships, in business and professional relationships in organizations, between groups and organizations, and between nations. Many schools have broken down relationships because of the existence of this incompatibility. School managers in "conflict schools" will face mammoth task as they try to be effective. It is also important to note that the leader's philosophy will influence how they react to conflict; some perceive it as something to be avoided at all costs while others see it as an aspect that is necessary to propel change and foster organizational regeneration.

Leadership may be described as the ability to emphasize the pursuit of goals and motivate others to pursue them as well. Northouse states that leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2019; Sanchez, et al., 2022). Others characterize leadership as the ability to inspire trust, build relationships, and encourage followers.

To fully understand conflict and how to manage it, we first need to establish a definition that will allow us to effectively discuss conflict management and its use by today's leaders. Conflict can be described as a disagreement among two entities that may be portrayed by antagonism or hostility. This is usually fueled by the opposition of one



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party to another to reach an objective that is different from the other, even though both parties are working towards a common goal (Fisher, 2019; Evans, 2018). To help us better understand what conflict is, we need to analyze its possible sources. According to American psychologist Daniel Katz, conflict may arise from 3 different sources: economic, value, and power. (Evans, 2018)

Economic Conflict involves competing motives to attain scarce resources. This type of conflict typically occurs when behavior and emotions of each party are aimed at increasing their own gain. Each party involved may come into conflict as a result of them trying to attain the most of these resources. An example of this is when union and management conflict on how to divide and distribute company funds (Fisher, 2019; Evans, 2018).

Value Conflict involves incompatibility in the ways of life. This type of conflict includes the different preferences and ideologies that people may have as their principles. This type of conflict is very difficult to resolve because the differences are belief-based and not fact-based. An example of this is demonstrated in international war in which each side asserts its own set of beliefs (Fisher, 2019; Evans, 2018).

Power Conflict occurs when each party tries to exert and maintain its maximum influence in the relationship and social setting. For one party to have influence over the other, one party must be stronger (in terms of influence) than the other. This will result in a power struggle that may end in winning, losing, or a deadlock with continuous tension between both parties. This type of conflict may occur between individuals, groups, or nations. This conflict will come into play when one party chooses to take a power approach to the relationship. The key word here is "chooses." The power conflict is a choice that is made by one party to exert its influence on the other. It is also important to note that power may enter all types of conflict since the parties are trying to control each other (Fisher, 2019; Evans, 2018).

According to Ana Shetach, an organizational consultant in team process and development, conflict can be a result from every aspect such as attitude, race, gender, looks, education, opinions, feelings, religion and cultures. Conflict may also arise from differences in values, affiliations, roles, positions, and status. Even though it seems that there is a vast array of sources for conflict, most conflict is not of a pure type and typically is a mixture of several sources (Shetach, 2020).

Conflict Management Styles of Educational Leaders

School leaders have a significant role in responding to the rising demands of modern society for effective school management (Blair, 2018; Regala, 2020). They may adopt different leadership styles, and this can be a critical parameter for the success of school and its leadership (Han, et al., 2019). The role of school leaders in conflict management and resolution is therefore central to effective and efficient organization of school management (Ramani & Zhimin, 2018). Conflict management is a skill that leaders must be able to employ when needed to help foster a productive working environment (Guttman, 2019). There is a realization that conflict management should be a skill that leaders need to give priority to learning and mastering (Kazimoto, 2018). The inability of a leader to deal with conflict will not only lead to negative outcomes but may also undermine the credibility of the leader (Kazimoto, 2018). Whereas if a leader is able to establish an atmosphere of cooperation and foster teamwork, making it clear that this is his/her value system, there is a likelihood that this value system will be adopted by the entire organization (Guttman, 2019). As in any organization, school leaders are expected to handle situations of conflict in their school unit. It is anticipated that school leaders will determine how to address or minimize tensions in their schools based on their training and skills. Conflict in schools can be augmented by personal or organizational parameters (Saiti, 2017). Leaders set the tone for conflict management through their leadership styles. Their work experience and perceptions can moderate their priorities, strategies and style during conflict management (Saiti, 2017; Vestal, et al., 2019). School leaders can be creative and inspirational (Pentang, 2021), having an impact on several school parameters. Furthermore, school leaders may be required to perform under far from ideal conditions, to handle difficult situations and explore various ways in resolving conflicts and maximizing the potential outcome of their schools (Castillo, et al., 2017; Kedir, et al., 2017).

Leaders may have different leadership styles and different conflict management styles. The Thomas-Kilmann Conflict Mode Instrument is an assessment tool that helps measure an individual's behavior in conflict situations. TKI helps leaders understand how individual or team dynamics are affected by each of the modes, as well as helping leaders decide on which mode to employ in different conflict situations (Kilmann & Thomas, n.d.).

The TKI is based on two dimensions of behavior that help characterize the five different conflict-handling modes. The first dimension is assertiveness, and this describes the extent to which a person will try to fulfill their own concerns. The second is cooperativeness, and this describes the extent to which a person will try to fulfil others'



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concerns. The five conflict-handling modes fall within a scale of assertiveness and cooperativeness. They include: avoiding, accommodating, competing, collaborating, and compromising (Loehr, 2017; Kilmann & Thomas, n.d.).

Avoiding

This mode is low assertiveness and low cooperative. The leader withdraws from the conflict, and therefore no one wins. They do not pursue their own concerns nor the concerns of others. The leader may deal with the conflict in a passive attitude in hopes that the situation just "resolves itself." In many cases, avoiding conflict may be effective and beneficial, but on the other hand, it prevents the matter from being resolved and can lead to larger issues. Situations when this mode is useful to include: when emotions are elevated and everyone involved needs time to calm down so that productive discussions can take place, the issue is of low importance, the team is able to resolve the conflict without participation from leadership, there are more important matters that need to be addressed, and the benefit of avoiding the conflict outweighs the benefit of addressing it. This mode should not be used when the conflict needs to be resolved in a timely manner and when the reason for ignoring the conflict is just that (Loehr, 2017; Kilmann & Thomas, n.d.).

Accommodating

This mode is low assertiveness and high cooperation. The leader ignores their own concerns in order to fulfill the concerns of others. They are willing to sacrifice their own needs to "keep the peace" within the team. Therefore, the leader loses and the other person or party wins. This mode can be effective, as it can yield an immediate solution to the issue but may also reveal the leader as a "doormat" who will accommodate to anyone who causes conflict. Situations when this mode is useful include: when an individual realizes they are wrong and accepts a better solution, when the issue is more important to the other person or party which can be seen as a good gesture and builds social credits for future use, when damage may result if the leader continues to push their own agenda, when a leader wants to allow the team to develop and learn from their own mistakes, and when harmony needs to be maintained to avoid trouble within the team. This mode should not be used when the outcome is critical to the success of the team and when safety is an absolute necessity to the resolution of the conflict (Loehr, 2017; Kilmann & Thomas, n.d.).

Compromising

This mode is moderate assertive and moderate cooperative. It is often described as "giving up more than one would want" to allow for everyone to have their concerns partially fulfilled. This can be viewed as a situation where neither person wins or losses, but rather as an acceptable solution that is reached by either splitting the difference between the two positions, trading concerns, or seeking a middle ground. Leaders who use this conflict-handling mode may be able to produce acceptable outcomes but may put themselves in a situation where team members will take advantage of them. This can be a result of the team knowing that their leader will compromise during negotiations. Compromising can also lead to a less optimal outcome because less effort is needed to use this mode (Sanchez & Sarmiento, 2020). Situations when this mode is effective include: a temporary and/or quick decision to a complex issue is needed, the welfare of the organization will benefit from the compromise of both parties, both parties are of equal power and rank, when other modes of conflict-handling are not working, and when the goals are moderately important and not worth the time and effort. This mode should be avoided when partial satisfaction of each party's concerns may lead to propagation of the issue or when a leader recognizes that their team is taking advantage of their compromising style (Loehr, 2017; Kilmann & Thomas, n.d.).

Collaborating

This mode is high assertiveness and high cooperation. In this mode both individuals and teams win the conflict. The leader works with the team to ensure that a resolution is met that fulfills both of their concerns (Salendab & Cogo, 2022). This mode will require a lot of time, energy and resources to identify the underlying needs of each party. This mode is often described as "putting an idea on top of an idea on top of an idea" to help develop the best resolution to a conflict that will satisfy all parties involved. The best resolution in this mode is typically a solution to the conflict that would not have been produced by a single individual. Many leaders encourage collaboration because not only can it lead to positive outcomes, but more importantly it can result in stronger team structure and creativity. Situations when this mode is useful include: the concerns of parties involved are too important to be compromised, to identify and resolve feelings that have been interfering with team dynamics,



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improve team structure and commitment, to merge ideas from individuals with different viewpoints on a situation, and when the objective is to learn (Regala, 2019). This mode should be avoided in situations where time, energy and resources are limited, a quick and vital decision needs to be made, and the conflict itself is not worth the time and effort (Loehr, 2017; Kilmann & Thomas, n.d.).

Competing

This mode is high assertiveness and low cooperation. The leader fulfills their own concerns at the expense of others. The leader uses any appropriate power they have to win the conflict. This is a powerful and effective conflict-handling mode and can be appropriate and necessary in certain situations. The misuse of this mode can lead to new conflict; therefore, leaders who use this conflict-handling mode need to be mindful of this possibility so that they are able to reach a productive resolution. Situations when this mode is useful to include: an immediate decision is needed, an outcome is critical and cannot be compromised, strong leadership needs to be demonstrated, unpopular actions are needed, when a company or organizational welfare is at stake, and when self-interests need to be protected. This mode should be avoided when: relationships are strained and may lead to retaliation, the outcome is not very important to the leader, it may result in weakened support and commitment from followers, and when the leader is not very knowledgeable of the situation (Loehr, 2017; Kilmann & Thomas, n.d.).

Conflict is a culturally defined event, and conflict management styles in different cultures are expected to differ from one another. China is a country with strong collectivistic cultural heritage, which is different from the Western context of individualistic orientation (Xiao & Tsui, 2017). Chinese individuals are inclined to safeguard and focus on the interests of the collective, team or their organizations, to maintain social identity (Tinsley & Brett, 2001). Confucianist philosophy in China places emphasis on harmony and advises individuals to adopt a harmonious approach and to avoid confrontation and competition when faced with conflict. Influenced by this cultural value, harmony is likely to lead individuals to resort to conflict-avoidance tactics to maintain long-term interpersonal relationships (Leung, et al., 2002). Harmony often takes precedence over task accomplishment and personal desires; individual effort and achievement are expected to contribute to the collective good (Hofstede, 2001). Therefore, it can be expected that individualism should lead to direct, task-oriented conflict management styles, reflecting great concern for the self and little concern for others, and collectivism should motivate avoiding and indirect styles that reflect concern for others. Because China is a highly collectivistic country, it is expected that the Chinese will use more avoiding, accommodating, and compromising styles in conflict situations such as business negotiations, where attempts are made to avoid direct confrontation in order to maintain harmony.

Consequently, Zhenzhong Ma's (2017) study provides strong support for the notion that collectivistic Chinese tend to use a non-confrontational style to resolve conflicts. Specifically, Chinese people are more likely to use compromising as a way to handle conflicts; that is, split the differences, exchange concessions, and seek a quick middle-ground position.

On the contrary, the results of the study of Su Juan Zhang, Yong Qiang Chen and Hui Sun (2014) present a different picture. The difference may be due to the fact that China is changing and developing. There is a growing individualization in China and people's expectations of freedom and individuality are increasing (Hansen & Svarverud, 2018).

Sources of Conflicts in Schools or Educational Institutions

Oboegbulem and Alfa (2018) pointed out that in all human interactions especially organizations, conflicts are bound to occur. Odoh, as cited in Nnam (2018), enumerates causative factors of conflict to include no payment or late payment of wages and salaries, management style, condition of employment, social awareness of employees, inappropriate termination of appointment, motivational and promotional factors, awkward dispute and grievances modus operandi, violation of collective agreement, interdependence, management opposition to union disposition, variation in goals and disparity in perception of reality. Similarly, Obasan (2011), acknowledged that causes of conflict in an organization include group members having diverse perception towards one another, bringing different values to their work, insufficient resources, diversity in attitude that leads to different goals, variation in perspective leading to different clarification of the same information, frustration based on inability to achieve set out goals.

Like other organizations, conflicts are inevitable in schools due to the collection of people with diverse personalities. Schools are not an exception because conflict in a 'living' organization is seemingly inevitable and may occur among students, school leaders and/or educators, as well as between the school itself and other social parties of the school such as local authorities or parents (Henkin & Holliman, 2019; Sanchez, 2022).



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Studies focusing on conflicts show that working with peoples in the organizations involves dealing with many different kinds of problems (Okotoni & Okotoni, 2003). Like organizations, the consequences of conflict between teachers and school leaders have been regrettable. Oboegbulem and Alfa (2018) pointed out that part of the outcome related with conflicts is disruption of academic programs, inadequate staffing due to unplanned transfers, hostility among staff members, suspicion and withdrawal from active participation in school activities.

Shanka and Thuo (2017) grouped conflict in primary schools into three areas: institutional (lack of or unfair distribution of school resources, and poor infrastructure); work (low performance in school plans, work overload and dissatisfaction, lack of competences in teaching, and lateness and absenteeism, intolerance among workers on the part of teachers, and lack of accountability and responsibilities, poor implementation of education policies, lack of training for staff, and lack of reward systems for leaders); and leadership (false reports, lack of commitment, poor implementation of rules and regulations, poor communication, lack of leadership skills, lack of involvement in decision making, inferiority and superiority complex, favoritism in allocating positions and training opportunities, and lack of clarity in the educational training policies and guidelines).

These problems affect professional work of the staff in a way that they are unable to concentrate as they are pre-occupied with other matters. In teaching and learning process, individuals interact in order to realize educational objectives within schools, as such; there are various reasons for conflicts to occur within the schools. For example, a study by Msila (2020) on conflict management and leadership stated that majority of schools' leaders lack understanding of their leadership roles. However, a study in Malaysia by Salleh (2018) identified insufficient resource such as finances and lack of facilities as well as heavy workload and dissatisfaction with management as some of the sources of conflicts. Similarly, a study by Uchendu, et al. (2018) conducted in Nigeria cited sources of conflicts as; inadequate facilities and funding, conflicts among staff members, personality factors, and role conflicts. Besides, the researchers also argued that highly 'connected' teachers break school rules and regulations and absent themselves from school which makes school management a problem for leaders.

Conflict may be destructive if it leads to ineffective communication breakdown and work relationships, tension, argument, low performance of team members and hostility which in turn affects the smooth running of the schools (Bano, et al., 2018; Makaye & Ndofirepi, 2020; Dizon & Sanchez, 2020). However, if conflicts are properly handled, benefits may accrue; contributing to solidarity within conflicting groups and reconciliation of legitimate interests where, in turn, relationships are strengthened, there is enhanced identification of problems and solutions, increased knowledge/skill, and peace is safeguarded (Bano, et al., 2018; Ramani & Zhimin, 2018). Ability to manage or resolve conflict is therefore important for school leaders for smooth running of the school.

Theoretical Framework

An essential aspect of being a good leader is understanding how to manage conflicts, therefore this study will be anchored on the concept of conflict management styles.

Conflict management is the process by which disputes are resolved, where negative results are minimized, and positive results are prioritized. This key management skill involves using different tactics depending on the situation, negotiation, and creative thinking. With properly managed conflict, an organization is able to minimize interpersonal issues, enhance client satisfaction, and produce better business outcomes.

Whether you are managing the conflict of two subordinates or embroiled during your own conflict, you make a choice on how the conflict should be managed by weighing the importance of the goal against the importance of the relationships in questions.

In this study, the Thomas-Kilmann Model's five different styles to manage conflict will serve as the guiding principle in order to assess the different conflict management styles of the educational leaders that will consequently determine the effects of each style on their age, gender and experience.

According to this model, there are five distinct conflict management styles. Everyone usually naturally prefers one or two of the styles over the others, but there are certain benefits to using each of them. Here is a brief overview of the five styles:



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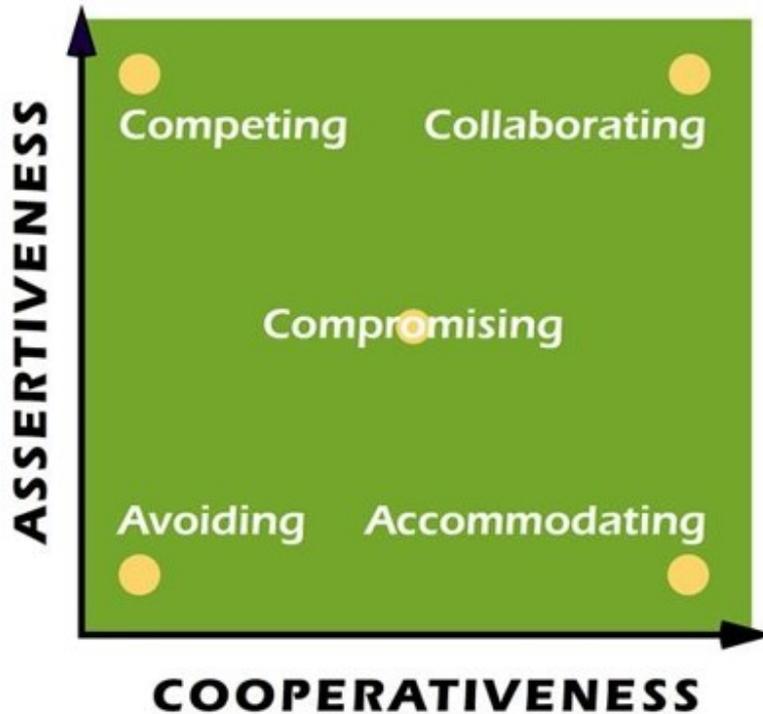


Figure 1. Conceptual Framework

Avoiding Style. Sometimes, people prefer to avoid confronting the conflict altogether. This may include delaying a deadline or decision, physically separating the opposing parties or removing themselves from the situation. Many times, this only pushes the conflict to a later date. If a conflict is left unresolved for too long, it can cause resentment and frustration among the employees. However, it can also give the disagreeing parties time to readjust their attitude or methods, and the problem might resolve itself with little further action. Accommodating Style is the opposite of competing style. Accommodating style resolves conflict by giving in to the opposing party. You might need to use an accommodating conflict style or attitude when interacting with someone with a strong or abrasive personality. Acknowledging and accepting someone else's views or perspective is an important part of teamwork, especially when the other party is an expert or more experienced than you. However, it is also crucial for you to know when accommodating someone else might be detrimental to you or your team's best interest. Compromising Style is often referred to as the "lose-lose" method. When you address conflict with this style, you encourage each side to make some significant sacrifices. This means that neither side gets exactly what they want. Ideally, after compromising on one or more minimal issues, both conflicting parties could then agree on the larger issue. This can foster short-term productivity, but it rarely completely solves the underlying problems. Collaborating Style as opposed to compromising style's "lose-lose" solutions, collaborating style seeks to produce "win-win" results. Collaborating style tries to find a solution that truly satisfies everyone involved. If you want to use collaborating style, you will need to listen and communicate with both parties involved in the conflict. After taking the time to understand both sides of the issue, you will need to facilitate both parties negotiating a solution together. Implementing this style can often be time and labor-intensive, but it frequently produces the most satisfying long-term results. Collaborating style is an important asset if you are seeking to create and maintain successful professional relationships. Finally, Competing Style is described as those who compete are assertive and uncooperative and willing to pursue one's own concerns at another person's expense. Using this style works when you don't care about the relationship, but the outcome is important. This style rejects compromise and involves not giving in to other



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viewpoints or wants. One party stands firm in what they think is the correct handling of a situation and does not back down until they get their way. This can be in situations where morals dictate that a specific course of action is taken, when there is no time to try and find a different solution or when there is an unpopular decision to be made. It can resolve disputes quickly, but there is a high chance of morale and productivity being lessened.

While conflict can be categorized into various styles, it can also emanate from the types of communication adopted by parties in contention. Some situations will call for certain styles, or you might find that one style is particularly effective with one employee, while another works better for someone else. This study identified types of communication styles. These styles can be combined, and people use styles different than their default one based on who they are communicating with. There is no point in inflexibly using only one style to communicate with every single person you encounter throughout the workday, though some styles are generally more effective than others. These styles are as follows: Assertive Communication Style, this is considered to be the most effective communication style. A person using this style is confident in their convictions but makes sure that they do not belittle or steamroll others in the conversation. They do not resort to manipulation or pushing limits, rather they seek compromise and consensus through active listening and clearly expressing their wants or needs. Assertive communicators tend to have naturally high self-esteem, and they do not veer into passive or aggressive communication. A hallmark of assertive communication is the use of "I" statements, such as "I feel as though you interrupting me during the client meeting undermined my expertise," rather than "You need to be quiet during client meetings since you insist on interrupting constantly". This style of communication is recommended in most business settings. Another style, Aggressive Communication Style can be hostile, and threatening, and comes from a place of wanting to win at all costs. An aggressive communicator behaves as if their contribution to the conversation is more important than anyone else, and the content of their message is often lost because of the tone of their delivery. This type of communication can result in people feeling belittled, steamrolled, and intimidated. In some cases, they may reactively push back at an aggressive communicator, not because the communicator is incorrect, but simply because the delivery of the message is so unpleasant that they instinctively disagree. This type of communication has been observed in some business leaders, who can control their style enough to come across as bold, rather than domineering, but that takes skill. In day-to-day operations, this is not a style that will endure someone to their colleagues, and it is advised that this style is avoided in most cases. The third type, Passive Communication Style is also known as the submissive communication style. Another way of describing it is the "people-pleaser" type. This type of communication is self-effacing, conflict-avoidant, and easy-going. That's not to say that a passive communicator is always happy - in fact, this style of communication can lead to resentment building up over time because the person is unable to clearly communicate their opinions, needs, and wants. Passive communicators tend to step back and let other, more assertive or aggressive, people lead the way. They can find it difficult to effectively express themselves and want to avoid confrontation at all costs. This can directly lead to their good ideas never being heard, or for miscommunications to come up. In business, this style of communication can be used in reaction to aggressive communication, especially when handling a client or other person with whom other styles of communication are not working. However, within a team or department, managers should work to help passive communicators access a more assertive style, so their valuable insights and ideas do not get passed over. Lastly, the Passive-Aggressive Communication Style as the name suggests, combines aspects of both passive and aggressive communication styles. The passive exists on the surface, while the aggressive simmers beneath. Outwardly, the communicator seems sweet and easy-going, but they are operating from a place of anger and resentment. This bubbles up and can be shown through using sarcasm, being patronizing, starting rumors, or gossiping.

Their frustration comes out through these indirect routes, but they will have the same effect as someone who is straightforwardly aggressive; colleagues will not want to work with them. This style tends to be very toxic in the workplace, spreading discontent and resentment throughout the team or department.

There are no times that this style of communication is appropriate in a business setting. If there are communicators in your organization that default to this style, it is key that they are helped to readjust to a less disruptive style.

This study is focused on the relationship between the university teachers' assessment of the conflict management styles and communication styles of the educational leaders of Guangdong Business and Technology University in China.

The five conflict management styles and the four communication styles served as the guiding concepts. Figure 2 illustrates the research paradigm.



The research paradigm provides a blueprint of the study where interplay of variables can be seen. The educational leaders with their varied background provide a premise for conflict to take place. The effort to maintain harmony between personal circumstances and condition at work are routines for educational leaders to deal with.

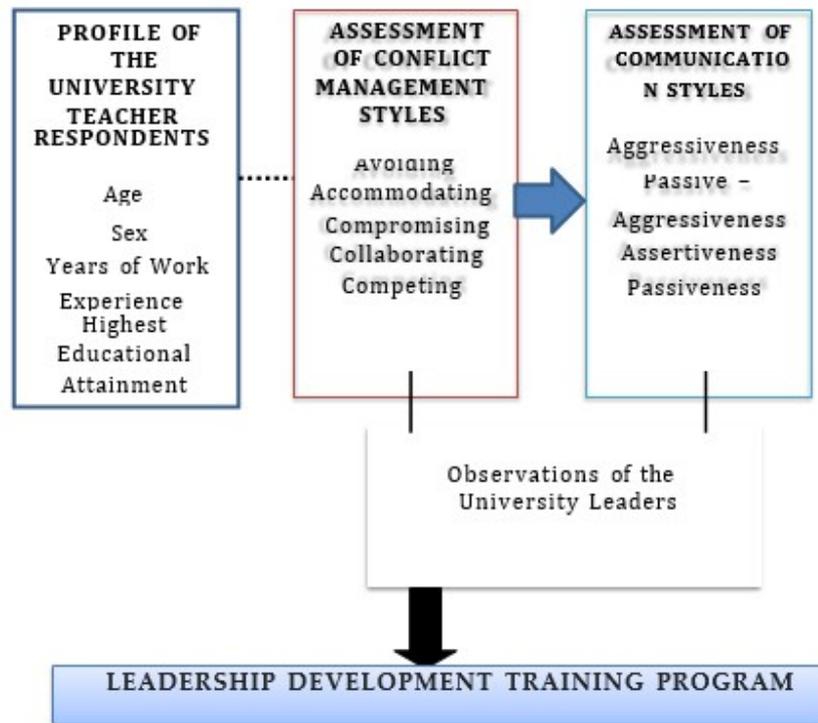


Figure 2. Research Paradigm

The research paradigm above shows the concept of this paper. The researcher determined first the profile of the university teacher respondents' age, sex, years of work experience and highest educational attainment. In like manner the researcher determined the university leaders' conflict management styles that can be relied upon in response thus various styles such as avoiding, accommodating, compromising, collaborating and competing can be manifested.

Furthermore, their behavioral styles can be communicated through the following domains: aggressiveness, passive – aggressiveness, assertiveness, and passiveness. One can infer whether certain behavior can be communicated that trigger certain kind of conflict styles that can be managed. Thus, the need to further validate the outputs extracted from the university teacher respondents' assessment is the conduct of the interview with the university leaders through the supplementary focus group discussion (FGD).

Objectives

This study determined the relationship between the assessed conflict management and communication styles of the university leaders of Guangdong Business and Technology University in China towards a leadership development training program.

Specifically, it sought answers to the following problems:

1. What is the profile of the university teacher respondents in terms of:
 - 1.1. age,
 - 1.2. sex,
 - 1.3. years of work experience, and



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- 1.4. highest educational attainment?
2. What is the assessment of the university teacher respondents regarding the conflict management style of their university leaders in terms of the following:
 - 2.1. avoiding style,
 - 2.2. accommodating style,
 - 2.3. compromising style,
 - 2.4. collaborating style, and
 - 2.5. competing style?
3. Is there a significant difference in the assessment of the university teacher respondents regarding the conflict management style of their university leaders when their profiles are taken as test factors?
4. What is the assessment of university teacher respondents as regards the communication styles of their university leaders in terms of the following:
 - 4.1. aggressiveness,
 - 4.2. passive – aggressiveness,
 - 4.3. assertiveness, and
 - 4.4. passiveness?
5. Is there a significant difference in the assessment of university teacher respondents as regards the communication styles of their university leaders when their profiles are taken as test factors?
6. Is there a significant relationship between the assessments of the university teacher respondents regarding the conflict management style and the communication styles of their university leaders?
7. What are the insights on the educational leaders on their conflict management and communication styles?
8. Based on the findings of the study, what training development programs for school leaders may be developed?

This study tested the following null hypotheses at .05 level of significance, where it is stated that:

1. There is no significant difference in the assessed conflict management styles of the educational leaders when their profiles are taken as test factors.
2. There is no significant difference in the assessed behavioral (communication) styles of the educational leaders when their profiles are taken as test factors.
3. There is no significant relationship between the assessed leaders' conflict management styles and their behavioral (communication) styles.

METHODS

This study adopted a descriptive quantitative- comparative-correlational research design. The method of inquiry was based on a modified questionnaire, patterned after the Thomas-Kilmann Model's five different styles to manage conflict. The researcher analyzed the significant difference between the conflict management styles of the educational leaders and their age, gender and experience.

The second questionnaire was based on the four types of communication styles from various authors. The instrument was designed to evaluate the four components of communication styles of the respondents including aggressiveness, passive – aggressiveness, assertiveness, and passiveness.

The gathered data from the questionnaire was analyzed by quantitative survey tools, which provided guarantee for the study to explore the significant difference of the research variables.

The purpose of this research is to develop a leadership development program for Guangdong Business and Technology University in China.

The researcher assessed the conflict management styles and behavioral(communication) styles of the specific target population-university leaders, the university teachers of Guangdong Business and Technology University in China.

The following data gathering instruments were employed.

1. Survey Questionnaire. The questionnaires were adopted so they fit the objective of assessing the conflict management styles and communication styles of the educational leaders in Guangdong Business and Technology University in China.



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2. To assess the conflict management styles of the respondents, the researcher used the questionnaire of Thomas-Kilmann Model, specifying the five different styles to manage conflict namely avoiding, accommodating, compromising, collaborating and competing.

The second questionnaire was based on the four types of communication styles from various authors. The instrument was designed to evaluate the four components of communication styles of the respondents including aggressiveness, passive – aggressiveness, assertiveness and passiveness.

Similarly, the second questionnaire evaluated the four components of communication styles of the respondents including aggressiveness, passive – aggressiveness, assertiveness and passiveness. The following scoring keys will be used as guide: aggressiveness for items 1, 8, 9 and 10; non-assertiveness for items 2, 11, 12 and 13; passive-aggressiveness for items 3, 4, 14 and 15; and assertiveness for items 5, 6, 7 and 16.

Consequently, the significant differences of the respondents' conflict management styles and communication styles, with their age, gender, years of experience and highest educational attainment will be determined.

The researcher had to modify the questionnaire to be validated by the experts in the fields of educational leadership, psychology and management. After which, a letter of request to the president of Guangdong Business and Technology University in China were personally given by the researcher asking permission to conduct the study. Upon approval, the questionnaires were distributed to the target respondents for data collection.

This study was conducted during the second semester of school year 2021-2022.

The data gathered were collated and treated using the Statistical Package for Social Sciences or SPSS software: the following statistical treatments were used in the study at 0.05 level of significance.

Frequency Count and Percentage. This was used by the researcher in its analysis of the profile of the student respondents in terms of age, sex, years of work experience and highest educational attainment.

Weighted Mean. This was used by the researcher to analyze the educational leaders' conflict management styles in terms of avoiding, accommodating, compromising, collaborating and competing. The same statistical tool will also be used to analyze their communication styles in terms of aggressiveness, passive – aggressiveness, assertiveness and passiveness.

The results will be interpreted as follows:

Weight	Scale/Range	Description/Interpretation
4	3.51-4.00	Strongly Agree/ Very True of Me /Very Evident
3	2.51-3.50	Agree/ True of Me /Evident
2	1.51-2.50	Disagree/ Less True of Me /Not quite Evident
1	1.00-1.50	Strongly Disagree/ Not True of Me at all /Not at All Evident

T-test /ANOVA. The t-test and/or Analysis of Variance or F-test was used by the researcher to determine if there are significant differences in the conflict management styles and behavioral styles of the educational leaders when their profiles are taken as test factors.

Pearson's r Correlation Analysis. The researcher will use Pearson's r correlation analysis to determine the significant relationship between the conflict management and communication styles of the educational leaders.

Decision Criteria. The analysis of the hypothesis was carried out using the 0.05 level of significance. The null hypothesis will be accepted if the computed significance value is greater than the set value at 0.05, otherwise it will be rejected.

RESULTS and DISCUSSION

I. Profile of the Respondents

Table 1 presents the profile of the teacher respondents in terms of age, sex, years of work experience, and highest educational attainment.



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Table 1
Frequency Distribution of the Respondents' Profile

Profile	Frequency	Percentage
Age		
30 years old & below	102	37.0%
31-40 years old	107	38.8%
41-50 years old	25	9.1%
51-60 years old	42	15.2%
Total	276	100%
Sex		
Male	134	48.6%
Female	142	51.4%
Total	276	100%
Years of Work Experience		
Less than 5 years	90	32.6%
5-10 years	94	34.1%
11-15 years	51	18.5%
16-20 years	41	14.9%
Total	276	100%
Highest Educational Attainment		
Bachelor's degree	86	31.2%
w/ Master's units	35	12.7%
Master's degree	81	29.3%
w/ Doctoral units	26	9.4%
Doctoral degree	48	17.4%
Total	276	100%

Age. One hundred two (102) or 37% of the teacher respondents are 30 years old and below, one hundred seven (107) or 38.8% are within 31-40 years old, twenty five (25) or 9.1% 41-50 years old, and forty two (42) or 15.2% are 51-60 years old. This goes to show that majority of the teacher respondents are not older than forty years of age.

Sex. One hundred thirty four (134) or 48.6% of the teacher respondents are male, while one hundred forty two (142) or 51.4% are female. This indicates that majority of the teacher respondents are female.

Years of Work Experience. Ninety (90) or 32.6% of the teacher respondents have been working for less than 5 years, ninety four (94) or 34.1% for about 5-10 years, fifty one (51) or 18.5% are within 11-15 years, and forty one (41) or 14.9% for about 16-20 years. This only shows that most of the teacher respondents have been working for not over ten years.

Highest Educational Attainment. Eighty six (86) or 31.2% of the teacher respondents are Bachelor's degree holders, thirty five (35) or 12.7% are with Master's units, twenty six (26) or 9.4% are Master's degree holders, twenty six (26) or 9.4% are with doctoral units, and forty eight (48) or 17.4% are doctoral degree holders. The result shows that teacher respondents are mostly bachelor's degree holders.

II. Respondents' Assessment on the Conflict Management Style of their University Leaders

Tables 2-7 present the assessment of the teacher respondents on the conflict management style of their university leaders in terms of avoiding style, accommodating style, compromising style, collaborating style, and competing style.



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2.1. On Avoiding Style

Table 2 presents the assessment of the teacher respondents on the conflict management style of their university leaders in terms of avoiding style.

Table 2
Teacher Respondents' Assessment on the Conflict Management Style of their University Leaders in Terms of Avoiding Style

Avoiding Style Our university leader	Mean	SD	QD	Int.	Rank
1. when my leader find himself in an argument, he/she usually says very little	3.45	0.69	A	E	5
2. being at odds with other people makes him/her feel uncomfortable and anxious.	3.53	0.71	SA	VE	4
3. he/she avoids hard feelings by keeping his/her disagreements with others to him/herself.	3.11	0.75	A	E	7
4. when there is argument he/she tries to leave as soon as possible.	3.30	0.46	A	E	6
5. when there are differences, he/she usually displays unwillingness	3.76	0.43	SA	VE	1
6. he/she usually withdraws from threatening situation when in disagreement	3.75	0.44	SA	VE	2
7. I avoid dealing with the issue in an argument	3.54	0.70	SA	VE	3
Composite Mean	3.49	0.36	A	E	

Legend: 3.51-4.00 Strongly Agree (SA)/Very Evident (VE); 2.51-3.50 Agree (A)/Evident (E); 1.51-2.50 Disagree (D)/Not Quite Evident (NQE); 1.00-1.50 Strongly Disagree (SD)/Not at all Evident (NE)

As shown in Table 2, teacher respondents strongly agree that when there are differences, their leaders usually display unwillingness with the highest assessment of 3.76 interpreted as very evident. Similarly, teachers strongly agree that their leaders usually withdraw from threatening situation when in disagreement, that they avoid dealing with the issue in an argument, and being at odds with other people makes them feel uncomfortable and anxious with the mean values of 3.75, 3.54, and 3.53 respectively interpreted as evident. On the other hand, though they agree that their leaders avoid hard feelings by keeping their disagreements with others to themselves, however, it was given the lowest assessment of 3.11 interpreted as evident. A composite mean value of 3.49 indicates that avoiding style in conflict management is evident among the university leaders based on the assessment of the teacher respondents. According to Kazimoto (2018), workplace conflict is described as the presence of discord that occurs when goals, interests or values of different individuals or groups are incompatible and frustrate each others' attempts to achieve objectives in an organization. It is a communication process and an inevitable consequence of transactional relationships manifesting in disagreement and dissonance with and between individuals and groups in the work environment. In this context, workplace conflict is a fact of life in any organization if people will compete for jobs, power, recognition and security (Adomie & Anie, 2017).

2.2. On Accommodating Style

Table 3 presents the assessment of the teacher respondents on the conflict management style of their university leaders in terms of accommodating style.



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Table 3
Teacher Respondents' Assessment on the Conflict Management Style of their University Leaders in Terms of Accommodating Style

Accommodating Style <i>Our university leader</i>	Mean	SD	QD	Int.	Rank
1. tries to meet the expectations of others.	3.67	0.66	SA	VE	2
2. tries to accommodate the wishes of my friends and family.	3.55	0.51	SA	VE	3
3. may not get what he/she wants, but it is a small price to pay for keeping the peace.	3.87	0.35	SA	VE	1
4. usually gives in his/her position to another person	3.44	0.50	A	E	5
5. usually yields to others in the face of unpleasant situation	3.25	0.64	A	E	6
6. withdraws without so much protest in the face of potentially unfriendly environment	3.24	0.90	A	E	7
7. would rather retreat safely to protect himself/herself rather than experience humiliating situation.	3.46	0.69	A	E	4
Composite Mean	3.49	0.30	A	E	

Legend: 3.51-4.00 Strongly Agree (SA)/Very Evident (VE); 2.51-3.50 Agree (A)/Evident (E); 1.51-2.50 Disagree (D)/Not Quite Evident (NQE); 1.00-1.50 Strongly Disagree (SD)/Not at all Evident (NE)

As shown in Table 3, teacher respondents strongly agree that their leaders may not get what they want, but it is a small price to pay for keeping the peace with the highest assessment of 3.87 interpreted as very evident. Similarly, teachers strongly agree that their leaders try to meet the expectations of others, and that they try to accommodate the wishes of their friends and family with the mean values of 3.67 and 3.55 respectively interpreted as very evident. On the other hand, though teachers agree that their leaders withdraw without so much protest in the face of potentially unfriendly environment, however, it was given the lowest assessment of 3.24 interpreted as evident. A composite mean value of 3.49 shows that accommodating style in conflict management is evident among the university leaders as assessed by the teacher respondents. Conflicts are caused by a number of aspects that create tensions between people. Corvette (2017) contends that conflict exists wherever, and whenever there is an incompatibility of cognitions or emotions within individuals or between individuals. Moreover, this author avers that conflict arises in personal relationships, in business and professional relationships in organizations, between groups and organizations, and between nations. Many schools have broken down relationships because of the existence of this incompatibility. School managers in "conflict schools" will face mammoth task as they try to be effective. It is also important to note that the leader's philosophy will influence how they react to conflict; some perceive it as something to be avoided at all costs while others see it as an aspect that is necessary to propel change and foster organizational regeneration.

2.3. On Compromising Style

Table 4 presents the assessment of the teacher respondents on the conflict management style of their university leaders in terms of compromising style.



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Table 4
Teacher Respondents' Assessment on the Conflict Management Style of their University Leaders in Terms of Compromising Style

Compromising Style <i>Our university leader</i>	Mean	SD	QD	Int.	Rank
1. tries to negotiate and adopt a "give-and-take" approach to problem situations.	3.52	0.51	SA	VE	5
2. prefers to compromise when solving problems and just move on.	3.12	0.59	A	E	7
3. breaks deadlocks and would meet people halfway.	3.44	0.50	A	E	6
4. In a sticky situation better to get a bit of what I wish for rather than nothing at all.	3.91	0.29	SA	VE	1
5. settles for half if whole is beyond my reach.	3.85	0.37	SA	VE	2
6. Is okay with what is on his/her hand rather than coveting something if not sure of having.	3.67	0.47	SA	VE	3
7. usually agrees to swapping something for less quality rather than come empty handed.	3.55	0.68	SA	VE	4
Composite Mean	3.58	0.16	SA	VE	

Legend: 3.51-4.00 Strongly Agree (SA)/Very Evident (VE); 2.51-3.50 Agree (A)/Evident (E); 1.51-2.50 Disagree (D)/Not Quite Evident (NQE); 1.00-1.50 Strongly Disagree (SD)/Not at all Evident (NE)

As shown in Table 4, teacher respondents strongly agree that in a sticky situation better to get a bit of what they wish for rather than nothing at all with the highest assessment of 3.91 interpreted as very evident. Similarly, teachers strongly agree that university leaders settle for half if whole is beyond their reach, that is okay with what is on their hand rather than coveting something if not sure of having, that they usually agree to swapping something for less quality rather than come empty handed, and they tried to negotiate and adopt give-and-take approach to problem situations with the mean values of 3.85, 3.67, 3.55, and 3.52 respectively interpreted as very evident. On the other hand, though teacher respondents agree that university leaders prefer to compromise when solving problems and just move on, however it was given the lowest assessment of 3.12 interpreted as evident. A composite mean value of 3.58 shows that compromising style of conflict management is very evident among the university leaders according to the teacher respondents. School leaders have a significant role in responding to the rising demands of modern society for effective school management (Blair, E 2018). They may adopt different leadership styles, and this can be a critical parameter for the success of school and its leadership. (Han, S.H et.al 2019) The role of school leaders in conflict management and resolution is therefore central to effective and efficient organization of school management (Ramani & Zhimin, 2018). Conflict management is a skill that leaders must be able to employ when needed to help foster a productive working environment (Guttman, 2019).

2.4. On Collaborating Style

Table 5 presents the assessment of the teacher respondents on the conflict management style of their university leaders in terms of collaborating style.



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Table 5
Teacher Respondents' Assessment on the Conflict Management Style of their University Leaders in Terms of Collaborating Style

Collaborating Style <i>Our university leader</i>	Mean	SD	QD	Int.	Rank
1. explores issues with others to find solutions that meet everyone's needs.	3.66	0.47	SA	VE	2
2. when there is a disagreement, gather as much information as he/she can to keep the lines of communication open.	3.53	0.69	SA	VE	6
3. tries to see conflicts from both sides. What does he/she needs? What does the other person need? What are the issues involved?	3.64	0.68	SA	VE	3
4. attends to the maximum concern for issues to be resolved	3.25	0.62	A	E	7
5. attends to the utmost concern for maintenance of relationship on both sides	3.75	0.44	SA	VE	1
6. always go for school climate that will allow opportunities among its members to be heard	3.54	0.69	SA	VE	4.5
7. always exert effort to examine and understand the other person's point of view	3.54	0.50	SA	VE	4.5
8. evaluates alternatives and select situation that has full support of both parties	3.24	0.45	A	E	8
Composite Mean	3.52	0.25	AA	VE	

Legend: 3.51-4.00 Strongly Agree (SA)/Very Evident (VE); 2.51-3.50 Agree (A)/Evident (E); 1.51-2.50 Disagree (D)/Not Quite Evident (NQE); 1.00-1.50 Strongly Disagree (SD)/Not at all Evident (NE)

As shown in Table 5, teacher respondents strongly agree that their university leaders attend to the utmost concern for maintenance of relationship on both sides with the highest assessment of 3.75 interpreted as very evident. Similarly, they strongly agree that their university leaders explore issues with others to find solutions that meet everyone's needs, that they try to see conflicts from both sides, that their leaders always go for school climate that will allow opportunities among its members to be heard, that they always exert effort to examine and understand the other person's point of view, and that when there is a disagreement, gather as much information as they can to keep the lines of communication open with the mean values of 3.66, 3.64, 3.54, 3.54, and 3.53 respectively all interpreted as very evident. On the other hand, though teachers agree that their university leaders evaluate alternatives and select situation that has full support of both parties, however, it was given the lowest assessment of 3.24 interpreted as evident. A composite mean value of 3.52 shows that collaborating style in conflict management is very evident among the university leaders as assessed by the teacher respondents. There is a realization that conflict management should be a skill that leaders need to give priority to learning and mastering (Kazimoto, 2018). The inability of a leader to deal with conflict will not only lead to negative outcomes but may also undermine the credibility of the leader (Kazimoto, 2018). Whereas if a leader is able to establish an atmosphere of cooperation and foster teamwork, making it clear that this is his/her value system, there is a likelihood that this value system will be adopted by the entire organization (Guttman, 2019).



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2.5. On Competing Style

Table 6 presents the assessment of the teacher respondents on the conflict management style of their university leaders in terms of competing style.

Table 6
Teacher Respondents' Assessment on the Conflict Management Style of their University Leaders in Terms of Competing Style

Competing Style Our university leader	Mean	SD	QD	Int.	Rank
1. generally argues his/her case and insist on the merits of his/her point of view.	3.36	0.80	A	E	4
2. finds conflicts challenging and exhilarating.	3.34	0.49	A	E	5
3. can figure out what needs to be done and he/she is usually right.	3.55	0.51	SA	VE	2
4. always go for the motto, "winner takes all"	3.27	0.77	A	E	6
5. In a conflict, his/her focus is to win at all costs	3.26	0.44	A	E	7
6. uses whatever power he/she thinks available to win other people to his/her side.	3.19	0.90	A	E	8
7. uses coercion, position, force as his/her strategies to win	3.97	0.17	SA	VE	1
8. is endowed with ability to argue, hence he/she enjoys the battle of wits that usually follows.	3.53	0.69	SA	VE	3
Composite Mean	3.44	0.17			

Legend: 3.51-4.00 Strongly Agree (SA)/Very Evident (VE); 2.51-3.50 Agree (A)/Evident (E); 1.51-2.50 Disagree (D)/Not Quite Evident (NQE); 1.00-1.50 Strongly Disagree (SD)/Not at all Evident (NE)

As shown in Table 6, teacher respondents strongly agree that that their university leaders use coercion, position, force as his/her strategies to win with the highest assessment of 3.44 interpreted as evident. Similarly, teachers strongly agree that their leaders can figure out what needs to be done and they are usually right, is endowed with ability to argue, hence they enjoy the battle of wits that usually follows with the mean values of 3.55, and 3.53 respectively interpreted as very evident. On the other hand, though teachers agree that their leaders use whatever power they think available to win other people to their side, however, it was given the lowest rating of 3.19 interpreted as evident. A composite mean value of 3.44 indicates that the competing style in conflict management is evident among the university leaders as assessed by the teacher respondents.

2.6. Summary of the Teacher Respondents' Assessment on the Conflict Management Style of their University Leaders

Table 7 presents the summary of the assessment of teacher respondents on the conflict management style of their university leaders.



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Table 7
Summary of the Teacher Respondents' Assessment on the Conflict Management Style of their University Leaders

Conflict Management Styles	Mean	SD	QD	Int.	Rank
1. Avoiding Style	3.49	0.36	A	E	3.5
2. Accommodating Style	3.49	0.30	A	E	3.5
3. Compromising Style	3.58	0.16	SA	VE	1
4. Collaborating Style	3.52	0.25	SA	VE	2
5. Competing Style	3.44	0.17	A	E	5
Over-all Mean	3.50	0.13	A	E	

Legend: 3.51-4.00 Strongly Agree (SA)/Very Evident (VE); 2.51-3.50 Agree (A)/Evident (E); 1.51-2.50 Disagree (D)/Not Quite Evident (NQE); 1.00-1.50 Strongly Disagree (SD)/Not at all Evident (NE)

As shown in Table 7, the most evident conflict management styles of the university leaders are the compromising, and collaborating styles which ranked first and second respectively among the five identified management styles. It can also be noticed that avoiding and accommodating styles were evident among the university leaders as assessed by the teachers, while competing style was given the lowest assessment by the respondents. An over-all mean values of 3.50 shows that the conflict management style of the university leaders is evident as perceived by the teacher respondents. Leaders may have different leadership styles and different conflict management styles. The Thomas-Kilmann Conflict Mode Instrument is an assessment tool that helps measure an individual's behavior in conflict situations. TKI helps leaders understand how individual or team dynamics are affected by each of the modes, as well as helping leaders decide on which mode to employ in different conflict situations (Kilmann & Thomas, n.d.).

III. Differences in the Assessment of the Respondents on the Conflict Management Style of their University Leaders When Profile is Taken as Test Factor

Tables 8-11 present the differences in the assessment of the respondents on the conflict management style of their university leaders when their age, sex, years of work experience, and highest educational attainment are taken as test factors.

3.1. On Age

Table 8 presents the differences in the assessment of the respondents on the conflict management style of their university leaders when their age is taken as test factor.



Table 8
Differences in the Assessment of the Respondents on the Conflict Management Style of their University Leaders when their Age is Taken as Test Factor

Conflict Management Styles	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Avoiding	<30 y/o	3.42	0.39	2.91	0.04	Rejected	Significant
	31-40 y/o	3.50	0.35				
	41-50 y/o	3.54	0.39				
	51-60 y/o	3.61	0.22				
2. Accommodating	<30 y/o	3.55	0.30	2.19	0.09	Accepted	Not Significant
	31-40 y/o	3.45	0.31				
	41-50 y/o	3.51	0.28				
	51-60 y/o	3.46	0.26				
3. Compromising	<30 y/o	3.56	0.17	1.63	0.18	Accepted	Not Significant
	31-40 y/o	3.58	0.15				
	41-50 y/o	3.59	0.16				
	51-60 y/o	3.62	0.12				
4. Collaborating	<30 y/o	3.49	0.29	0.20	0.89	Accepted	Not Significant
	31-40 y/o	3.49	0.24				
	41-50 y/o	3.50	0.23				
	51-60 y/o	3.52	0.16				
5. Competing	<30 y/o	3.45	0.16	1.57	0.20	Accepted	Not Significant
	31-40 y/o	3.44	0.18				
	41-50 y/o	3.50	0.16				
	51-60 y/o	3.41	0.16				
Over-all	<30 y/o	3.49	0.13	1.14	0.34	Accepted	Not Significant
	31-40 y/o	3.49	0.13				
	41-50 y/o	3.53	0.12				

As shown in Table 8, teacher respondents have obtained a computed F value of 2.91 and a significance value of 0.04 in terms of avoiding style. Since the significance value is less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant difference in the assessment of the teacher respondents when their age is taken as test factor. This goes to show that teachers have different perceptions on the conflict management style of their leaders in terms of avoiding style depending on their age.

In terms of accommodating style, teacher respondents have obtained a computed F-value of 2.19 and a significance value of 0.09. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. This indicates that teacher respondents have relatively the same assessment on the conflict management style of their university leaders in terms of accommodating style regardless of their age.

In terms of compromising style, teacher respondents have obtained a computed F-value of 1.63 and a significance value of 0.18. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when



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their age is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on the conflict management style of their university leaders in terms of compromising style regardless of their age.

In terms of collaborating style, teacher respondents have obtained a computed F-value of 0.20 and a significance value of 0.89. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on the conflict management style of their university leaders in terms of collaborating style regardless of their age.

In terms of competing style, teacher respondents have obtained a computed F-value of 1.57 and a significance value of 0.20. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. This could mean that teacher respondents have relatively the same assessment on the conflict management style of their university leaders in terms of competing style regardless of their age.

Generally, teacher respondents have obtained an over-all computed F-value of 1.14 and a significance value of 0.34. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. The result reveals that teacher respondents have relatively the same assessment on the conflict management style of their university leaders regardless of their age.

Table 9
Follow-up Test on the Differences in the Assessment of the Respondents on the Conflict Management Style of their University Leaders when their Age is Taken as Test Factor

Conflict Management Styles	Age	Mean	<30 y/o	31-40 y/o	41-50 y/o	51-60 y/o
			3.42	3.50	3.54	3.61
Avoiding	<30 y/o	3.42				*
	31-40 y/o	3.50				
	41-50 y/o	3.54				
	51-60 y/o	3.61				

The table above shows that teacher respondents who are less than 30 years old have perceived avoiding style in their leaders less evident than those teachers who are in the age group of 51-60 years old. This is taken to mean that older teachers have seen avoiding style more evident in their university leaders while least evident for the younger ones.

3.2. On Sex

Table 10 presents the differences in the assessment of the respondents on the conflict management style of their university leaders when their sex is taken as test factor.



Table 10
Differences in the Assessment of the Respondents on the Conflict Management Style of their University Leaders when their Sex is Taken as Test Factor

Conflict Management Styles	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
1. Avoiding	Male	3.50	0.36	0.35	0.72	Accepted	Not Significant
	Female	3.48	0.35				
2. Accommodating	Male	3.51	0.30	0.60	0.55	Accepted	Not Significant
	Female	3.48	0.30				
3. Compromising	Male	3.57	0.16	-0.80	0.42	Accepted	Not Significant
	Female	3.58	0.15				
4. Collaborating	Male	3.50	0.25	0.13	0.90	Accepted	Not Significant
	Female	3.50	0.25				
5. Competing	Male	3.45	0.17	0.87	0.39	Accepted	Not Significant
	Female	3.44	0.18				
Over-all	Male	3.51	0.12	0.62	0.53	Accepted	Not Significant
	Female	3.50	0.13				

As shown in Table 10, teacher respondents have obtained a computed t-value of 0.35 and a significance value of 0.72 in terms of avoiding style. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. This goes to show that male and female teachers have relatively the same perceptions on the conflict management style of their leaders in terms of avoiding style.

In terms of accommodating style, teacher respondents have obtained a computed t-value of 0.60 and a significance value of 0.55. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. This indicates that male and female teachers have relatively the same perceptions on the conflict management style of their leaders in terms of accommodating style.

In terms of compromising style, teacher respondents have obtained a computed t-value of 0.80 and a significance value of 0.42. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. This indicates that male and female teachers have relatively the same perceptions on the conflict management style of their leaders.

In terms of collaborating style, teacher respondents have obtained a computed t-value of 0.13 and a significance value of 0.90. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. This is taken to mean that male and female teachers have relatively the same perceptions on the conflict management style of their leaders.

In terms of competing style, teacher respondents have obtained a computed t-value of 0.87 and a significance value of 0.39. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. The result shows that male and female teachers have relatively the same perceptions on the conflict management style of their leaders.

Generally, teacher respondents have obtained an over-all computed t-value of 0.62 and a significance value of 0.53. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted



which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. The result reveals that male and female teachers have relatively the same perceptions on the conflict management style of their university leaders.

3.3. On Years of Experience

Table 11 presents the differences in the assessment of the respondents on the conflict management style of their university leaders when their years of experience is taken as test factor.

Table 11
Differences in the Assessment of the Respondents on the Conflict Management Style of their University Leaders when their Years of Experience is Taken as Test Factor

Conflict Management Styles	Years of Experience	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Avoiding	<5 years	3.50	0.36	1.44	0.23	Accepted	Not Significant
	5-10 years	3.49	0.37				
	11-15 years	3.55	0.33				
	16-20 years	3.40	0.37				
2. Accommodating	<5 years	3.49	0.30	0.14	0.94	Accepted	Not Significant
	5-10 years	3.51	0.30				
	11-15 years	3.48	0.28				
3. Compromising	<5 years	3.57	0.15	2.04	0.11	Accepted	Not Significant
	5-10 years	3.59	0.16				
	11-15 years	3.62	0.14				
	16-20 years	3.54	0.17				
4. Collaborating	<5 years	3.50	0.25	0.26	0.86	Accepted	Not Significant
	5-10 years	3.50	0.26				
	11-15 years	3.51	0.20				
	16-20 years	3.47	0.28				
5. Competing	<5 years	3.45	0.17	1.73	0.16	Accepted	Not Significant
	5-10 years	3.46	0.16				
	11-15 years	3.44	0.18				
	16-20 years	3.39	0.19				
Over-all	<5 years	3.50	0.12	2.36	0.07	Accepted	Not Significant
	5-10 years	3.51	0.13				
	11-15 years	3.52	0.12				
	16-20 years	3.46	0.12				

As shown in Table 11, teacher respondents have obtained a computed F-value of 1.44 and a significance value of 0.23 in terms of avoiding style. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years of experience is taken as test factor. This goes to show that teacher respondents have relatively the same perceptions on the conflict management style of their leaders in terms of avoiding style regardless of their number of years of experience.

In terms of accommodating style, teacher respondents have obtained a computed F-value of 0.14 and a significance value of 0.94. Since the significance value is higher than the set 0.05 level of significance, null hypothesis



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is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years of experience is taken as test factor. The result indicates that teacher respondents have relatively the same perceptions on the conflict management style of their leaders in terms of accommodating style regardless of their number of years of experience.

In terms of compromising style, teacher respondents have obtained a computed F-value of 2.04 and a significance value of 0.11. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years of experience is taken as test factor. This could mean that teacher respondents have relatively the same perceptions on the conflict management style of their leaders in terms of compromising style regardless of their number of years of experience.

In terms of collaborating style, teacher respondents have obtained a computed F-value of 0.26 and a significance value of 0.86. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years of experience is taken as test factor. The result shows that teacher respondents have relatively the same perceptions on the conflict management style of their leaders in terms of collaborating style regardless of their number of years of experience.

In terms of competing style, teacher respondents have obtained a computed F-value of 1.73 and a significance value of 0.16. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years of experience is taken as test factor. This could mean that teacher respondents have relatively the same perceptions on the conflict management style of their leaders in terms of competing style regardless of their number of years of experience.

Generally, teacher respondents have obtained an over-all computed F-value of 2.36 and a significance value of 0.07. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years of experience is taken as test factor. The result reveals that teacher respondents have relatively the same perceptions on the conflict management style of their leaders regardless of their number of years of experience.

3.4. On Highest Educational Attainment

Table 12 presents the differences in the assessment of the respondents on the conflict management style of their university leaders when their highest educational attainment is taken as test factor.



Table 12
Differences in the Assessment of the Respondents on the Conflict Management Style of their University Leaders when their Highest Educational Attainment is Taken as Test Factor

Conflict Management Styles	Highest Educational Attainment	Mean	SD	Computed F-value	sig	Decision on Ho	Interpretation
1. Avoiding	Bachelor's degree	3.53	0.34	1.64	0.17	Accepted	Not Significant
	w/ Master's units	3.42	0.40				
	Master's degree	3.47	0.36				
	w/ Doctoral units	3.38	0.40				
2. Accommodating	Bachelor's degree	3.51	0.28	1.85	0.12	Accepted	Not Significant
	w/ Master's units	3.42	0.34				
	Master's degree	3.48	0.31				
	w/ Doctoral units	3.62	0.29				
3. Compromising	Bachelor's degree	3.60	0.15	2.22	0.07	Accepted	Not Significant
	w/ Master's units	3.57	0.15				
	Master's degree	3.57	0.16				
	w/ Doctoral units	3.51	0.19				
4. Collaborating	Bachelor's degree	3.51	0.24	0.62	0.65	Accepted	Not Significant
	w/ Master's units	3.44	0.24				
	Master's degree	3.50	0.26				
	w/ Doctoral units	3.48	0.30				
5. Competing	Bachelor's degree	3.46	0.16	0.73	0.57	Accepted	Not Significant
	w/ Master's units	3.42	0.18				
	Master's degree	3.46	0.17				
	w/ Doctoral units	3.42	0.18				
Over-all	Bachelor's degree	3.52	0.12	2.38	0.15	Accepted	Not Significant
	w/ Master's units	3.45	0.13				
	Master's degree	3.49	0.13				
	w/ Doctoral units	3.48	0.12				
	Doctoral degree	3.52	0.13				

As shown in Table 12, teacher respondents have obtained a computed F-value of 1.64 and a significance value of 0.17 in terms of avoiding style. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their highest educational attainment is taken as test factor. This goes to show that teacher respondents have relatively the same perceptions on the conflict management style of their leaders in terms of avoiding style regardless of the educational level they have attained.

In terms of accommodating style, teacher respondents have obtained a computed F-value of 1.85 and a significance value of 0.12. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their highest educational attainment is taken as test factor. This indicates that teacher respondents have relatively the same perceptions on the conflict management style of their leaders in terms of accommodating style regardless of the educational level they have attained.

In terms of compromising style, teacher respondents have obtained a computed F-value of 2.22 and a significance value of 0.07. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their highest educational attainment is taken as test factor. This could mean that teacher respondents have relatively



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the same perceptions on the conflict management style of their leaders in terms of compromising style regardless of the educational level they have attained.

In terms of collaborating style, teacher respondents have obtained a computed F-value of 0.62 and a significance value of 0.65. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their highest educational attainment is taken as test factor. The result shows that teacher respondents have relatively the same perceptions on the conflict management style of their leaders in terms of collaborating style regardless of the educational level they have attained.

In terms of competing style, teacher respondents have obtained a computed F-value of 0.73 and a significance value of 0.57. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their highest educational attainment is taken as test factor. This could mean that teacher respondents have relatively the same perceptions on the conflict management style of their leaders in terms of competing style regardless of the educational level they have attained.

Generally, teacher respondents have obtained an over-all computed F-value of 2.38 and a significance value of 0.15. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their highest educational attainment is taken as test factor. The result reveals that teacher respondents have relatively the same perceptions on the conflict management style of their university leaders regardless of the educational level they have attained.

IV. Respondents' Assessment on the Communication Styles of their University Leaders

Tables 13-17 present the assessment of the teacher respondents on the communication styles of their university leaders in terms of aggressiveness, passive-aggressiveness, assertiveness, and passiveness.

4.1. On Aggressiveness

Table 13 presents the assessment of the teacher respondents on the communication style of their university leaders in terms of aggressiveness.

Table 13
Teacher Respondents' Assessment on the Communication Style of their University Leaders in Terms of Aggressiveness

Aggressiveness	Mean	SD	QD	Int.	Rank
<i>To manage differences among staff, our educational leader usually</i>					
1. intimidate people.	3.74	0.46	SA	VE	4
2. demand most of the time.	3.98	0.17	SA	VE	1
3. attempt to win at all costs.	3.88	0.33	SA	VE	3
4. conquer all argument.	3.97	0.16	SA	VE	2
Composite Mean	3.89	0.16	SA	VE	

Legend: 3.51-4.00 Strongly Agree (SA)/Very Evident (VE); 2.51-3.50 Agree (A)/Evident (E); 1.51-2.50 Disagree (D)/Not Quite Evident (NQE); 1.00-1.50 Strongly Disagree (SD)/Not at all Evident (NE)

As shown in Table 13, teacher respondents strongly agree that to manage differences among staff, their leaders usually demand most of the time with the highest assessment of 3.98 interpreted as very evident. Similarly, teachers strongly agree that their leaders conquer all argument, attempt to win at all costs, and intimidate people with the mean values of 3.97, 3.88, and 3.74 respectively interpreted as very evident. A composite mean value of 3.89 shows that aggressiveness is very evident among the university leaders as assessed by the teacher respondents.



4.2. On Passive-Aggressiveness

Table 14 presents the assessment of the teacher respondents on the communication style of their university leaders in terms of passive-aggressiveness.

Table 14
Teacher Respondents' Assessment on the Communication Style of their University Leaders in Terms of Passive-Aggressiveness

Passive-Aggressiveness <i>To manage differences among staff, our educational leader usually</i>	Mean	SD	QD	Int.	Rank
1. avoid direct confrontation.	3.24	0.43	A	E	4
2. attempt to claim innocence.	3.43	0.50	A	E	3
3. tend to become deceptive.	3.70	0.46	SA	VE	2
4. pretend to be unconcerned.	3.76	0.43	SA	VE	1
Composite Mean	3.53	0.20	SA	VE	

Legend: 3.51-4.00 Strongly Agree (SA)/Very Evident (VE); 2.51-3.50 Agree (A)/Evident (E); 1.51-2.50 Disagree (D)/Not Quite Evident (NQE); 1.00-1.50 Strongly Disagree (SD)/Not at all Evident (NE)

As shown in Table 14, teacher respondents strongly agree that to manage differences among staff, their educational leaders usually pretend to be unconcerned with the highest assessment of 3.76 interpreted as very evident. Similarly, they strongly agree that their leaders tend to become deceptive with the mean value of 3.70 interpreted also as very evident. On the other hand, teachers agree that their leaders attempt to claim innocence, and avoid direct confrontation with the mean values of 3.43 and 3.24 respectively interpreted as evident. A composite mean value of 3.53 indicates that passive-aggressiveness is very evident among the university leaders as observed by the teacher respondents.

4.3. On Assertiveness

Table 15 presents the assessment of the teacher respondents on the communication style of their university leaders in terms of assertiveness.

Table 15
Teacher Respondents' Assessment on the Communication Style of their University Leaders in Terms of Assertiveness

Assertiveness <i>To manage differences among staff, our educational leader usually</i>	Mean	SD	QD	Int.	Rank
1. communicate caring and strength.	3.63	0.51	SA	VE	1.5
2. display generally assured manner.	3.63	0.69	SA	VE	1.5
3. listen well.	3.52	0.85	SA	VE	3
4. tendency to focus on issues	3.34	0.49	A	E	4
Composite Mean	3.53	0.44	SA	VE	

Legend: 3.51-4.00 Strongly Agree (SA)/Very Evident (VE); 2.51-3.50 Agree (A)/Evident (E); 1.51-2.50 Disagree (D)/Not Quite Evident (NQE); 1.00-1.50 Strongly Disagree (SD)/Not at all Evident (NE)

As shown in Table 15, teacher respondents strongly agree that to manage differences among staff, their educational leaders usually communicate caring and strength, and display generally assured manner with the highest assessment of 3.63 respectively interpreted as very evident. Similarly, they strongly agree that their university leaders listen well with the mean value of 3.52 also interpreted as very evident. On the other hand, teachers do agree that their leaders tend to focus on issues with the lowest assessment of 3.34 interpreted as evident. A composite mean value of 3.53 indicates that assertiveness is very evident among the university leaders based on the assessment of the teacher respondents.



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4.4. On Passiveness

Table 16 presents the assessment of the teacher respondents on the communication style of their university leaders in terms of passiveness.

Table 16
Teacher Respondents' Assessment on the Communication Style of their University Leaders in Terms of Passiveness

Passiveness	Mean	SD	QD	Int.	Rank
<i>To manage differences among staff, our educational leader usually</i>					
1. continually give in.	3.64	0.52	SA	VE	1
2. avoid conflict.	3.36	0.48	A	E	2
3. attempt to please everyone.	3.32	0.69	A	E	3
4. postpone making decision.	3.24	0.78	A	E	4
Composite Mean	3.39	0.29	A	E	

Legend: 3.51-4.00 Strongly Agree(SA)/Very Evident(VE); 2.51-3.50 Agree(A)/Evident(E); 1.51-2.50 Disagree (D)/Not Quite Evident(NQE); 1.00-1.50 Strongly Disagree(SD)/Not at all Evident (NE)

As shown in Table 16, teacher respondents strongly agree that to manage differences among staff, their educational leaders continually give in with the highest assessment of 3.64 interpreted as very evident. On the other hand, teachers do agree that their leaders avoid conflict, attempt to please everyone, and postpone making decisions with the mean values of 3.36, 3.32, and 3.24 respectively all interpreted as evident. A composite mean value of 3.39 shows that passiveness is evident among the university leaders as perceived by the teacher respondents.

4.5 Summary of the Respondents' Assessment on the Communication Style of their University Leaders

Table 17 presents the summary of the assessment of teacher respondents on the communication style of their university leaders.

Table 17
Summary of the Teacher Respondents' Assessment on the Communication Style of their University Leaders

Communication Styles	Mean	SD	QD	Int.	Rank
1. Aggressiveness	3.89	0.16	SA	VE	1
2. Passive-Aggressiveness	3.53	0.20	SA	VE	2.5
3. Assertiveness	3.53	0.44	SA	VE	2.5
4. Passiveness	3.39	0.29	A	E	4
Over-all Mean	3.59	0.13	SA	VE	

Legend: 3.51-4.00 Strongly Agree(SA)/Very Evident(VE); 2.51-3.50 Agree(A)/Evident(E); 1.51-2.50 Disagree (D)/Not Quite Evident(NQE); 1.00-1.50 Strongly Disagree(SD)/Not at all Evident (NE)

As shown in Table 17, aggressiveness is the most evident communication style of the university leaders based on the assessment of the teacher respondents. Likewise passive-aggressiveness and assertiveness were also found to be very evident among them according to the teachers. On the other hand, though passiveness was found to be evident also among the leaders, however, it was given the lowest assessment by the teacher respondents. An



over-all mean value of 3.59 reveals that the communication styles of the university leaders was very evident as perceived by the teacher respondents.

V. Differences in the Assessment of the Respondents on the Communication Style of their University Leaders When Profile is Taken as Test Factor

Tables 18-21 present the differences in the assessment of the respondents on the communication style of their university leaders when their age, sex, years of work experience, and highest educational attainment are taken as test factors.

5.1. On Age

Table 18 presents the differences in the assessment of the respondents on the communication style of their university leaders when their age is taken as test factor.

Table 18
Differences in the Assessment of the Respondents on the Communication Style of their University Leaders when their Age is Taken as Test Factor

Communication Style	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Aggressiveness	<30 y/o	3.90	0.17	1.63	0.20	Accepted	Not Significant
	31-40 y/o	3.89	0.15				
	41-50 y/o	3.94	0.11				
	51-60 y/o	3.88	0.18				
2. Passive-Aggressiveness	<30 y/o	3.52	0.19	0.72	0.54	Accepted	Not Significant
	31-40 y/o	3.54	0.20				
	41-50 y/o	3.48	0.19				
	51-60 y/o	3.54	0.23				
3. Assertiveness	<30 y/o	3.46	0.49	3.20	0.02	Rejected	Significant
	31-40 y/o	3.55	0.44				
	41-50 y/o	3.46	0.44				
	51-60 y/o	3.69	0.21				
4. Passiveness	<30 y/o	3.41	0.31	0.71	0.55	Accepted	Not Significant
	31-40 y/o	3.40	0.27				
	41-50 y/o	3.37	0.30				
	51-60 y/o	3.33	0.31				
Over-all	<30 y/o	3.58	0.13	1.22	0.30	Accepted	Not Significant
	31-40 y/o	3.60	0.12				
	41-50 y/o	3.57	0.11				
	51-60 y/o	3.61	0.14				

As shown in Table 18, teacher respondents have obtained a computed F-value of 1.63 in terms of aggressiveness with a significance value of 0.20. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. This further shows that teacher respondents have relatively the same assessment on the communication style of their leaders in terms of aggressiveness regardless of their age.

In terms of passive-aggressiveness, teacher respondents have obtained a computed F-value of 0.72 with a significance value of 0.54. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. The result indicates that teacher respondents have relatively the same assessment on the communication style of their leaders in terms of passive-aggressiveness regardless of their age.



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In terms of assertiveness, teacher respondents have obtained a computed F-value of 3.20 with a significance value of 0.02. Since the significance value is less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant difference in the assessment of the teacher respondents when their age is taken as test factor. This goes to show that teacher respondents have different perceptions on the communication style of their leaders in terms of assertiveness depending of their age.

In terms of passiveness, teacher respondents have obtained a computed F-value of 0.71 with a significance value of 0.55. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on the communication style of their leaders in terms of passiveness regardless of their age.

Generally, teacher respondents have obtained an over-all computed F-value of 1.22 with a significance value of 0.30. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their age is taken as test factor. The result reveals that teacher respondents have relatively the same assessment on the communication style of their leaders regardless of their age.

Table 19
Follow-up Test on the Differences in the Assessment of the Respondents on the Communication Style of their University Leaders when their Age is Taken as Test Factor

Communication Style	Age	Mean	<30 y/o	31-40 y/o	41-50 y/o	51-60 y/o
			3.46	3.55	3.46	3.69
Assertiveness	<30 y/o	3.46				*
	31-40 y/o	3.55				*
	41-50 y/o	3.46				
	51-60 y/o	3.69				

As indicated in Table 19, teacher respondents who are less than 30 years old, and 31-40 years old have less assessed assertiveness among their leaders while those teachers who are within the age group of 51-60 years old perceived that assertiveness is very evident among their leaders.

5.2. On Sex

Table 20 presents the differences in the assessment of the respondents on the communication style of their university leaders when their sex is taken as test factor.

Table 20
Differences in the Assessment of the Respondents on the Communication Style of their University Leaders when their Sex is Taken as Test Factor

Communication Styles	Sex	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
1. Aggressiveness	Male	3.90	0.16	0.96	0.88	Accepted	Not Significant
	Female	3.89	0.16				
2. Passive-Aggressiveness	Male	3.52	0.21	0.70	0.55	Accepted	Not Significant
	Female	3.54	0.20				
3. Assertiveness	Male	3.51	0.45	0.37	0.47	Accepted	Not Significant
	Female	3.55	0.43				
4. Passiveness	Male	3.40	0.29	0.71	0.67	Accepted	Not Significant
	Female	3.38	0.30				
Over-all	Male	3.58	0.14	0.24	0.57	Accepted	Not Significant
	Female	3.59	0.12				



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As shown in Table 20, teacher respondents have obtained a computed t-value of 0.96 with a significance value of 0.88 in terms of aggressiveness. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. This goes to show that male and female teacher respondents have relatively the same assessment on the communication style of their university leaders in terms of aggressiveness.

In terms of passive-aggressiveness, teacher respondents have obtained a computed t-value of 0.70 with a significance value of 0.55. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. The result indicates that male and female teacher respondents have relatively the same assessment on the communication style of their university leaders in terms of passive-aggressiveness.

In terms of assertiveness, teacher respondents have obtained a computed t-value of 0.37 with a significance value of 0.47. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. This is taken to mean that male and female teacher respondents have relatively the same assessment on the communication style of their university leaders in terms of assertiveness.

In terms of passiveness, teacher respondents have obtained a computed t-value of 0.71 with a significance value of 0.67. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. The result shows that male and female teacher respondents have relatively the same assessment on the communication style of their university leaders in terms of passiveness.

Generally, teacher respondents have obtained an over-all computed t-value of 0.24 with a significance value of 0.57. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their sex is taken as test factor. The result reveals that male and female teacher respondents have relatively the same assessment on the communication style of their university leaders.

5.3. On Years of Experience

Table 21 presents the differences in the assessment of the respondents on the communication style of their university leaders when their years of experience is taken as test factor.

Table 21
Differences in the Assessment of the Respondents on the Communication Style of their University Leaders when their Years of Experience is Taken as Test Factor

Communication Styles	Years of Experience	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Aggressiveness	<5 years	3.90	0.14	0.18	0.91	Accepted	Not Significant
	5-10 years	3.89	0.17				
	11-15 years	3.89	0.15				
	16-20 years	3.90	0.19				
2. Passive-Aggressiveness	<5 years	3.53	0.20	0.06	0.98	Accepted	Not Significant
	5-10 years	3.53	0.20				
	11-15 years	3.53	0.19				
	16-20 years	3.52	0.21				
3. Assertiveness	<5 years	3.53	0.47	0.36	0.78	Accepted	Not Significant
	5-10 years	3.52	0.43				
	11-15 years	3.58	0.36				
	16-20 years	3.49	0.50				
4. Passiveness	<5 years	3.42	0.28	0.88	0.45	Accepted	Not Significant
	5-10 years	3.38	0.31				
	11-15 years	3.34	0.31				
	16-20 years	3.40	0.25				
Over-all	<5 years	3.60	0.12	0.32	0.81	Accepted	Not Significant
	5-10 years	3.58	0.13				
	11-15 years	3.59	0.11				
	16-20 years	3.58	0.14				



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As shown in Table 21, teacher respondents have obtained a computed F-value of 0.18 with a significance value of 0.91 in terms of aggressiveness. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years of experience is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on the communication style of their university leaders in terms of aggressiveness regardless of their years of experience.

In terms of passive-aggressiveness, teacher respondents have obtained a computed F-value of 0.06 with a significance value of 0.98. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years of experience is taken as test factor. The result indicates that teacher respondents have relatively the same assessment on the communication style of their university leaders in terms of passive-aggressiveness regardless of their years of experience.

In terms of assertiveness, teacher respondents have obtained a computed F-value of 0.36 with a significance value of 0.78. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years of experience is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on the communication style of their university leaders in terms of assertiveness regardless of their years of experience.

In terms of passiveness, teacher respondents have obtained a computed F-value of 0.88 with a significance value of 0.45. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years of experience is taken as test factor. The result indicates that teacher respondents have relatively the same assessment on the communication style of their university leaders in terms of passiveness regardless of their years of experience. Generally, teacher respondents have obtained an over-all computed F-value of 0.32 with a significance value of 0.81. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their years of experience is taken as test factor. The result reveals that teacher respondents have relatively the same assessment on the communication style of their university leaders regardless of their years of experience.

5.4. On Highest Educational Attainment

Table 22 presents the differences in the assessment of the respondents on the communication style of their university leaders when their highest educational attainment is taken as test factor.



Table 22
Differences in the Assessment of the Respondents on the Communication Style of their University Leaders when their Highest Educational Attainment is Taken as Test Factor

Communication Styles	Highest Educational Attainment	Mean	SD	Computed F-value	sig	Decision on Ho	Interpretation
1. Aggressiveness	Bachelor's degree	3.90	0.17	0.60	0.66	Accepted	Not Significant
	w/ Master's units	3.87	0.20				
	Master's degree	3.89	0.14				
	w/ Doctoral units	3.93	0.17				
2. Passive-Aggressiveness	Doctoral degree	3.89	0.13	0.77	0.54	Accepted	Not Significant
	Bachelor's degree	3.51	0.21				
	w/ Master's units	3.55	0.23				
	Master's degree	3.55	0.18				
3. Assertiveness	w/ Doctoral units	3.50	0.19	0.74	0.56	Accepted	Not Significant
	Doctoral degree	3.54	0.20				
	Bachelor's degree	3.55	0.40				
	w/ Master's units	3.48	0.53				
4. Passiveness	Master's degree	3.53	0.44	0.07	0.99	Accepted	Not Significant
	w/ Doctoral units	3.42	0.55				
	Doctoral degree	3.59	0.37				
	Bachelor's degree	3.38	0.32				
Over-all	w/ Master's units	3.38	0.22	0.75	0.56	Accepted	Not Significant
	Master's degree	3.40	0.30				
	w/ Doctoral units	3.38	0.29				
	Doctoral degree	3.40	0.30				
Over-all	Bachelor's degree	3.59	0.13	0.75	0.56	Accepted	Not Significant
	w/ Master's units	3.57	0.17				
	Master's degree	3.59	0.11				
	w/ Doctoral units	3.56	0.14				
Over-all	Doctoral degree	3.61	0.11	0.75	0.56	Accepted	Not Significant

As shown in Table 22, teacher respondents have obtained a computed F-value of 0.60 with a significance value of 0.66 in terms of aggressiveness. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their highest educational attainment is taken as test factor. This goes to show that teacher respondents have relatively the same assessment on the communication style of their university leaders in terms of aggressiveness regardless of the educational level they have attained.

In terms of passive-aggressiveness, teacher respondents have obtained a computed F-value of 0.77 with a significance value of 0.54. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their highest educational attainment is taken as test factor. The result indicates that teacher respondents have relatively the same assessment on the communication style of their university leaders in terms of passive-aggressiveness regardless of the educational level they have attained.

In terms of assertiveness, teacher respondents have obtained a computed F-value of 0.74 with a significance value of 0.56. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their highest educational attainment is taken as test factor. This is taken to mean that teacher respondents have relatively the same assessment on the communication style of their university leaders in terms of assertiveness regardless of the educational level they have attained.

In terms of passiveness, teacher respondents have obtained a computed F-value of 0.07 with a significance value of 0.99. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their highest educational attainment is taken as test factor. This goes to show that teacher respondents have relatively the same



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assessment on the communication style of their university leaders in terms of passiveness regardless of the educational level they have attained.

Generally, teacher respondents have obtained an over-all computed F-value of 0.75 with a significance value of 0.56. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the teacher respondents when their highest educational attainment is taken as test factor. The result reveals that teacher respondents have relatively the same assessment on the communication style of their university leaders regardless of the educational level they have attained.

VI. Relationship Between the Educational Leaders’ Conflict Management Style and their Communication Style

Table 23 presents the relationship between the conflict management styles of the university leaders and their communication styles.

Table 23
Relationship Between the University Leaders’ Conflict Management Styles and their Communication Styles

Conflict Management Styles	Communication Styles	Computed r	Sig	Decision on Ho	Interpretation
1. Avoiding	Aggressiveness	0.83	0.00	Rejected	Significant
	Passive-Aggressiveness	0.07	0.26	Accepted	Not Significant
	Assertiveness	-0.52	0.00	Rejected	Significant
	Passiveness	0.60	0.00	Rejected	Significant
	Average	-0.03	0.58	Accepted	Not Significant
2. Accommodating	Aggressiveness	0.20	0.00	Rejected	Significant
	Passive-Aggressiveness	0.33	0.00	Rejected	Significant
	Assertiveness	-0.47	0.00	Rejected	Significant
	Passiveness	-0.25	0.00	Rejected	Significant
	Average	-0.35	0.00	Rejected	Significant
3. Compromising	Aggressiveness	0.05	0.41	Accepted	Not Significant
	Passive-Aggressiveness	-0.35	0.00	Rejected	Significant
	Assertiveness	0.54	0.00	Rejected	Significant
	Passiveness	-0.24	0.00	Rejected	Significant
	Average	0.20	0.00	Rejected	Significant
4. Collaborating	Aggressiveness	-0.07	0.27	Accepted	Not Significant
	Passive-Aggressiveness	-0.62	0.00	Rejected	Significant
	Assertiveness	0.57	0.00	Rejected	Significant
	Passiveness	0.27	0.00	Rejected	Significant
	Average	0.39	0.00	Rejected	Significant
5. Competing	Aggressiveness	0.01	0.90	Accepted	Not Significant
	Passive-Aggressiveness	0.11	0.07	Accepted	Not Significant
	Assertiveness	-0.50	0.00	Rejected	Significant
	Passiveness	0.25	0.00	Rejected	Significant
	Average	-0.24	0.00	Rejected	Significant
Over-all Conflict Management Style	Over-all Communication Style	0.14	0.02	Rejected	Significant

As shown in Table 23, in terms of avoiding style of conflict management, teacher respondents have obtained a computed-r values of 0.83, -0.52 and 0.60 for aggressiveness, assertiveness, and passiveness respectively with a significance values of 0.00, 0.00, and 0.00 respectively. Since the significance values are less than the set 0.05



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level of significance, null hypothesis is rejected which means that there is a significant relationship between the conflict management style of leaders in terms of avoiding style and aggressive, assertive, and passive communication styles to a high degree. However, no significant relationship was found in terms of passive-aggressive communication style.

In terms of accommodating style of conflict management, teacher respondents have obtained a computed r values of 0.20, 0.33, -0.47 and -0.25 for aggressiveness, passive-aggressiveness, assertiveness, and passiveness respectively with significance values of 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the conflict management style of leaders in terms of accommodating style, and aggressive, and passive communication styles to a low degree and passive-aggressive, and assertive communication styles to a moderate degree.

In terms of compromising style of conflict management, teacher respondents have obtained a computed r values of 0.05, -0.35, 0.54, and -0.24 for aggressiveness, passive-aggressiveness, assertiveness, and passiveness respectively with significance values of 0.41, and 0.00 respectively. Since the significance values for passive-aggressive, assertive, and passive communication styles are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the conflict management style of leaders in terms of compromising style, and passive-aggressive communication style to a moderate degree, assertive to a high degree, and passive communication style to a low degree. However, no significant relationship was found between compromising style of conflict management and aggressive communication style of leaders.

In terms of collaborating style of conflict management, teacher respondents have obtained a computed r values of -0.62, 0.57, and 0.27 for passive-aggressive, assertive, and passive communication styles respectively with significance values of 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the collaborating style of conflict management and passive-aggressive, and assertive communication styles to a high degree, and passive communication style to a low degree. However, no significant relationship was found between collaborating conflict management style and aggressive communication style.

In terms of competing style of conflict management, teacher respondents have obtained a computed r values of -0.50, and 0.25 for and passive communication styles respectively with significance values of 0.00 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the competing style of conflict management and assertive communication style to a high degree, and passive communication style to a low degree. However, no significant relationship was found between competing conflict management style, and aggressive, and passive-aggressive communication styles.

Generally, teacher respondents have obtained an over-all computed r value of 0.14 with a significance value of 0.02. Since the significance value is less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the over-all management style of university leaders and their over-all communication style. This is taken to mean that the conflict management style of the leaders could somehow affect their communication style.

Conclusion

Based on the findings, the following have been concluded:

1. Teacher respondents are mostly young female, bachelor's degree holders, and have been working for not more than ten years.
2. Compromising and collaborating styles of conflict management are the most evident styles among the university leaders.
3. Older teachers have seen avoiding style of conflict management more evident in their university leaders, while least evident in the eyes of the younger ones.
4. Aggressive communication style was most evident among the university leaders while passive style was the least as observed by the teachers.
5. Older teachers have seen their leaders to be more assertive than how the younger ones have seen them.
6. The way the educational leaders handle conflict management is affected by the way how they communicate with their subordinates. It can also be said that effective communication style is a factor in managing and solving conflicts in the workplace.



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Recommendations

In view of the summary of findings and the conclusions, the researcher highly / recommends the following:

1. Improve faculty development program by integrating strategies to encourage teachers pursue their graduate studies for their professional growth.
2. It is suggested that practical training sessions could be planned in order to raise awareness regarding conflict management styles.
3. The findings showed that educational leaders leaned more toward compromising and collaborating ways of handling conflicts which can be at times stressful and draining. This may be addressed by attending seminar-workshops in coping up with stress and handling conflict in the workplace.
4. Capability building seminars, enhancement trainings, and workshops may be provided for educational leaders to improve their ways and means in handling conflict with their teachers and in the workplace thereby acquiring conflict management style skills.
5. It is found that avoiding style is evident among educational leaders as observed by the teachers. When this style is used in managing conflicts, the same problems may repeat in time. In this case, school leaders need to keep in mind that the current problem may be a source of future problems. Therefore, it is suggested that educational leaders use avoiding style less often.
6. For future research, it is recommended that the relationship between the educational leaders' conflict management style and the teachers' job satisfaction, performance, and motivation may be studied.

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