Conflict Management Styles of Administrators: A Case Study

Irene C. Gumiran

Rizal Technological University, Philippines.

ABSTRACT : The purpose of this study is to identify the conflict management styles of administrators. Specifically to answer the following questions: 1) What is the profile of the respondents as regards to the following variables; age, sex, status, years of service and educational attainment. 2)What are the conflict management styles of the respondents in terms of; accomdating, avoiding, collaborating, competing and compromosing. 3) What pedagogical implications may be proposed as the results of the study? The descriptive design was used in this study to obtain the respondents responses regarding conflict management styles. The study found out that the conflict management style practiced by the respondents is accommodating. For the administrators, they often found themselves in accommodating situation; they select a member from their group to represent them in negotiating with another group. They always find themselves as persons with the greater authority in a conflict situation. Based on the conclusions, the recommendations were drawn; the broadening of decision-making skills may help administrators and that an ethical conflict management model must be designed by administrators in order to minimize conflicts in the workplace.

Keywords: Conflict Management Style; Management Style; Resolving Conflicts; Teachers; Administrators.

----

1. INTRODUCTION

Workplace tension just seems to be a part of life. Situations are seen where different people with different goals and needs have come into conflict. In any institution where men ans women have live and work together, conflicts, assaults, prejudices, negative attitudes and frustrations are an integral part. Conflict is an inseperable part of human life, with a multitude of viewpoints. It is seen by certain individuals as a detrimental condition that must be avoided at all cost. Others are of the view that conflict is a power-needing operation.

According to Fleetwood 2007, one of the most critical aspects of the manager's position is to cope efficiently and effectively with possible conflicts. Since conflict is obviously inevitable, it is important for managers to understand the causes of conflict, to see both its positive and destructive potential; learning how to resolve and realistic application of dispute resolution strategies.

2. OBJECTIVES OF THE STUDY

1. To identify the conflict management styles of the respondents; and
2. To create a pedagogical implications based from the responses of the respondents.

3. THEORETICAL FRAMEWORK

The Five Conflict-Handling Modes

In 2018, Kenneth W.Thomas and Ralph H. Kilmann 1976 model introduced their Thomas–Kilmann Conflict Mode Instrument (Tuxedo NY: Xicom, 1974). In 1999, CPP, Inc. (Mountain View, CA) acquired Xicom and is now the sole publisher and international distributor of the TKI. The TKI popularized conflict style inventories and, according to the publisher's website, there have been over six million copies published.

The Thomas Kilmann model model identifies two dimensions when choosing a course of action in a conflict situation, these are assertiveness and cooperativeness. Assertiveness is the degree to which you try to satisfy your own needs. Cooperativeness is the degree to which you try to satisfy the other person's concerns. From this come five conflict handling modes: Avoiding a sidestepping the conflict. Accommodating trying to satisfy the other person's concerns at expense of your own. Compromising trying to find an acceptable settlement that only partially satisfies both people's concern. Competing trying to satisfy your concerns at the expense of others. Collaborating trying to find a win-win solution which completely satisfies both people's concerns.
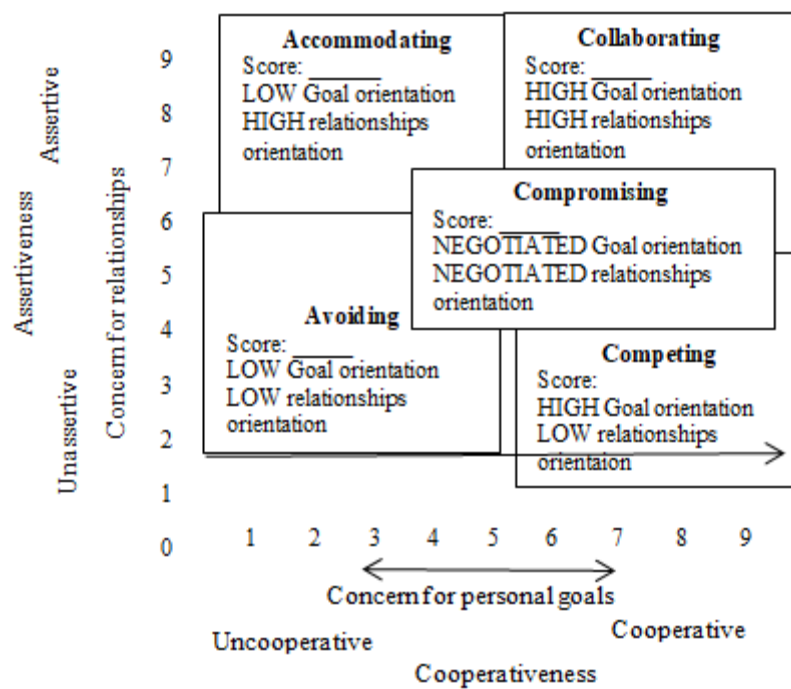
4. METHODOLOGY

The descriptive design was used in this study to obtain teachers and administrators' responses regarding conflict management styles. Descriptive method describes process of the definition, analysis and preception of the present essence of phenomenna, their structure or processes. The emphasis is on prevailing circumstances or how an individual, group or thing in the present actas or functions. (Calderon and Gonzales, 2000).

It takes time to evaluate cases as they arise first, think about the best ways to process and consider all the solutions before providing an answer.

The researcher used random sampling technique to determine the sample population in each school to avoid biases.

Treatment of data – percentage and weighted mean were the statistical tools used in the study. The percentage was used to establish the status of the respondents in connection with their demographic profile. This is a useful indicator for determining the respondents of a survey study favored which objects in a category. (Garcia, Nuevo and Sapa 2007). The mean is a central tendency measure. This points to where most of the respondents were answer to a question cluster. It reveals what the reaction of the most participants are or what the typical understanding of a phenomenon or problem is. (Garcia, Nuevo and Sapa 2007).

5. STATISTICAL TREATMENT OF DATA

The specific data treatment that will be used in the study are the following:

1. **Percentage.** To determine the percentage of the score frequency

$$P = \frac{n}{N} \times 100\%$$

Where:

        P = percentage

        n = score frequency

        N = total score

2. **Weighted Mean (WM).** The weighted average of observed data is the result of dividing the sum of the products of each observed value, the number of times it occurs, and this other factor by the total number of observations.

6. CONCLUSION

Based on the findings, analysis and interpretations of data, the following significant findings are summarized:

1. Profile of administrators

Age: 36-40

Gender: Majority are females.

Status: Majority are married.

Years of service: 1-9 years.

Educational attainment: Master's degree

2. Conflict Management Styles of Administrators

Accommodating. They frequently found themselves in welcoming circumstances; in bargaining with another group, they choose a member of their group to represent them instead of doing it by themselves.

Collaborating. They often see that there is a justification for one group's inability to cooperate with another and when someone they care takes an unreasonable position.

Competing. Often select a member of their party representing them in dealing with another group that's disagree with othe members of the a group on important group issues.

Compromising. Always finds themselves as persons with greater authority in a conflict situation.

3. Respondents often apply the following conflict management styles:

Accommodating, collaborating, competing, and compromising. However, they sometimes apply avoiding conflict management style in some situations.

7. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are given:

1. The school leaders must finish their Doctorate degree in the area of school leadership and management while faculty members must finish their Master's degree in their field of specialization.

2. The broadening of decision-makings skills may help administrators and teachers in the situation of disagreements, a more logical conclusion is suggested.

3. That everyone must encourage openness, emotional expression and new ideas either individually or by group.

4. That other scholars consider othe organizational conflict causes, such as recognizing a list of facors that causes intrapersonal conflict, intergroup conflict, and inter-structural conflict which can give many further study that the management of each form or organizational conflict.

5. That an ethical conflict management model must be designed by administrators in order to minimize conflicts in the workplace.

6. That a similar study must be carried out on conflict management strategies used by employees in resolving conflicts.

8. REFERENCES

1. Bailey, Stephen K., Preparing administrators for conflict resolution. Educational record 52, pp 223-239, 1971
2. Barki and Hartwick, 2001; Conceptualizing the Construct of Interpersonal Conflict, Wall and Callister, 1995
3. Blake and Mouton Solvina, Costly Organizational Conflicts, San Francisco, 1984
4. Brett JM., Managing Organizational Conflict. Professional Psychology Research and Practice 15, 664-678, 1984
5. Braiber H.B. and HH Xelley, Conflict in the development of close relationships, 1979
6. Bass and Avolio, The multifactor leadership questionnaires, 2005
7. Coser L., Continuties in the studuy of social conflict. New York Free Press, 1967
8. Deetz and Stevenson, Five basic strategies for dealing with conflict, 2006
9. Fraser N M. and K.W. Hipel, Conflict analysis. New York: North Holland, 1984
10. Fogg, RW., Dealing with conflict: A repertoire of Creative and Peaceful,(Friedman and Tidd) 2000
11. Hallinger, Leadership is a fundamental educational input individuals: Journal of conflict resolution, 2005
12. Hocker, J.L. and W.W. Wilmot, Interpersonal conflict, 1985
13. Hugles, L.W. and T.A. Robertson, Principal and the management of conflict: Planning and Changing, pp 3-16, 1979
14. Kahn, Robert L. and Elise Boulding, Power of conflict in organizations, 1964
15. Kilmann and Thomas, Interpersonal conflict handling behavior as reflections of personality dimensions, 1975
16. Morton Deutsch, Cooperation and competition: The handbook of conflict resolution, theory and practive, 2000

Internet sources

(1) http://www.webster.com/dictionary/ conflictretrievedon22.12.2006
(2) http://www.educationalleadership.com
(3) http://users.dickson.edu/-jin/CONFLICT.html
(4) http://education-portal.com/academy/lesson/what-is-conflict-management-definition-styles-strategies.html#lesson
(5) http://en.wikipedia.or/wiki/conflictmanagement
(6) http;//www.helpguide.org/articles/relationships/conflict-resolution-skills.html