Temperament types and Conflict Management Styles of School Heads in the Public Secondary Schools: An Explanatory Sequential Mixed Method Inquiry

Joebel G. Imperial, Dennis V. Madrigal, Dexter Paul D. Dioso
University of Negros Occidental-Recolletos Graduate School, Bacolod City
joebelimperial@gmail.com, rbgs2018@yahoo.com

Abstract. Conflict is manageable when paired with reason and experience. Using explanatory sequential mixed-method, this study determined the extent of practice and explored the insights and experiences of school heads in conflict management styles. For the quantitative phase, frequency count, percentage distribution, mean, spearman rank correlation, and rank biserial were used. The results revealed that school heads generally practiced conflict management styles to a great extent. This means that the five conflict management styles were often observed by the school heads. Meanwhile, both temperament types and demographics do not influence conflict management styles which were also supported by the qualitative results through Lichtman's three Cs: coding, categorizing, and conceptualizing. Thus, in the practice of conflict management, school heads vary in terms of their perspectives, while reasons serve as guiding principles coupled with appropriate approaches. Moreover, it is the administrative experience that really matters in conflict management, not necessarily generational age, sex, and educational attainment. The findings suggest that reason and experience are essential factors of conflict management.

Keywords. Social sciences, temperament types, conflict management styles, public secondary school heads, explanatory sequential inquiry, Philippines

1. Introduction
Conflict is manageable when paired with experience and reason, which are essential factors in conflict management. The temperament type underpins behavioral tendencies manifested through personal preferences and choices, which are thought to have a biological basis, though they can be influenced by the environment (Callueng & Oakland, 2014). Different temperament types like sanguine, choleric, melancholic, and phlegmatic influence a person's tendency to behave in certain ways and outlook on life. Conflicts within an organization can be avoided by having a grasp of the temperamental tendencies of leaders (Ogona, 2022). Knowing the significance of temperament types in conflict management styles can therefore assist leaders manage human issues in organizations, and team members will perform better at work as a result. (Musah et al., 2015).

One of the most important aspects of resolving most problems in today's organizations is the conflict management style (Tancinco, 2016). In the case of educational institutions, there
are no exceptions. As a result of industrialization and globalization, organizations have faced structural, personnel, and resource distribution issues, resulting in various forms of conflict (Caputo, 2018). Conflict management styles like collaborating, competing, avoiding, accommodating, and compromising explain how a group member deals with conflict. The types of conflict and how they are handled determine whether the conflict has a positive or negative impact on an organization (To et al., 2021). To be successful in an organization, one must have conflict resolution skills. Although conflict is unavoidable, it can be managed (Rambuyen & Domondon, 2021).

Understanding one's temperament type leads to a better understanding of one's strengths and weaknesses in managing conflicts and appreciate why some characteristics are difficult to change (Akmal, 2021). Other research suggests that modern school heads must promote a greater understanding of the emotional components of conflict (Hopkins & Yonker, 2015; Oore et al., 2015). Conflicts between school heads and teachers occur more frequently than conflicts between other stakeholders, and teachers were found to express conflict in the form of silence, demotivation, and slow work (Mugwe, 2016). While teachers acknowledged that the undesirable behaviors of their school heads were related to personality, such as rudeness, reprimanding loudly, not being open to criticism, poor human relations, and showing favoritism (Kazak & Ciner, 2021). So, only the emotionally intelligent school head is capable of handling conflict situations (Dude & Harden, 2017).

The Department of Education (DepEd) in the Philippines emphasizes that conflicts in public schools have risen in recent years, and unresolved conflicts between school heads and teachers are among the factors. These have had a negative impact on the school's and pupils' academic achievement (Manila, 2016). It has been observed by the researcher that public secondary schools are riddled with a series of problems which include the leadership behavior of school heads and poor attitude of teachers to teach. Indeed, school heads are blamed for failing to exhibit appropriate leadership behavior to solve problems in the school system (Aganon, 2021). Likewise, in a study conducted by Imperial and Madrigal (2021), the findings show that conflicts between public school teachers and school heads usually involve performing duties. Due to several factors, including leadership practices, behavior management, and inefficiencies, school heads today appear to enjoy less regard than they did in the past. As a result, although school heads used to be given moral authority, they now must earn it.

Nevertheless, most related literature and studies existing center on the role of temperament and communication in conflict management styles: a conceptual approach (Musah et al., 2015); temperament types: extraversion, introversion, and interrelation between the behavior strategies in conflicts in the period of COVID pandemics (Shanava & Gugunava, 2021); the experience of conflict management of public secondary school administrators: a phenomenological inquiry (Imperial & Madrigal, 2021); conflict management and resolution strategies between teachers and school leaders in primary schools (Shanka & Thuo, 2017); and conflict resolution of school administrators as a basis for an innovative administrative program (Icutan & Sagaoinit, 2017). So far, there have been few attempts to advance the understanding of school heads’ temperament types and conflict management styles in public secondary schools.

The present study assessed and explained the temperament types and conflict management styles of school heads in the public secondary schools. Likewise, it explored the insights and experiences of school heads in conflict management styles. Moreover, the findings of the study will be utilized in the formulation of Conflict Management Training-Workshop (CMTW), which is a multifaceted activity geared towards education, awareness, and practice.
designed to provide school heads with effective tools and strategies to resolve workplace conflicts at the earliest possible stage.

2. Purpose Statement
This explanatory sequential mixed-method study intended to profile the temperament types of school heads in public secondary schools in Bacolod City, Philippines, during the school year 2022-2023. Likewise, it determined the extent of practice of conflict management styles such as collaborating, competing, avoiding, accommodating, and compromising when taken as a whole and grouped according to generational age, sex, educational attainment, and years of experience as school heads.

In addition, it explored the insights and experiences of school heads in conflict management styles.

Specifically, it aimed to answer the following research questions:
1. Is there a significant relationship between sanguine temperament and conflict management style?
2. Is there a significant relationship between choleric temperament and conflict management style?
3. Is there a significant relationship between melancholic temperament and conflict management style?
4. Is there a significant relationship between phlegmatic temperament and conflict management style?
5. Is there a significant relationship between demographics and conflict management style?

Hypotheses

1. There is no significant relationship between sanguine temperament and conflict management style.
2. There is no significant relationship between choleric temperament and conflict management style.
3. There is no significant relationship between melancholic temperament and conflict management style.
4. There is no significant relationship between phlegmatic temperament and conflict management style.
5. There is no significant relationship between demographics and conflict management style.

3. Methodology
This study used a mixed-method approach. In particular, the explanatory-sequential design. This design consists of collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. It allowed the researcher to integrate and merge both quantitative and qualitative data to deepen understanding and analysis of the temperament types and conflict management styles of the participants. This helped the researcher better understand the quantitative data collected, and the analysis is more defined by probing the participants' views on the statistical results (Creswell & Creswell, 2018).

In the first phase, the descriptive-correlational design was used, which describes the variables and the relationships that occur naturally between and among them (Sousa et al., 2007). This determines the significant relationship between temperament types and conflict management styles of school heads in the public secondary schools in Bacolod City.
The second phase used qualitative inquiry, which is inductive in nature, and the researcher generally explores insights and meanings in a given situation (Levitt et al., 2017). This design was used to explore the insights and experiences of school heads in conflict management styles. The qualitative inquiry also enriched and deepened the findings obtained during the quantitative phase.

One of the most important aspects of a mixed-method inquiry is data integration. Integration occurred in this study by connecting the quantitative and qualitative phase results. The results were presented sequentially, as seen in the results and discussion section. Results from the quantitative phase were presented first, followed by themes from the qualitative phase, and finally, the joint display, which highlighted the data integration.

A. Quantitative Phase

For the quantitative phase, the respondents of the study were 60 school heads in the public secondary schools in the division of Bacolod City. They were determined using stratified random sampling technique. Stratified random sampling is a probability sampling procedure in which the population is divided into several subgroups, and a sample is drawn from each subgroup (Sarantakos, 2013).

This study utilized two standardized survey questionnaires. The questionnaire was divided into three parts: the profile of the respondents (Part I), the Personality Temperament Test (Part II), composed of a 120-item test and rated on a 5-point scale ranging from 1 (that is definitely not me) to 5 (that is definitely me), and the Conflict Management Styles Quiz (Part III) composed of a 15-item quiz and rated on a 4-point scale ranging from 1 (rarely) to 4 (always). The first data collection instrument for the quantitative phase was the Personality Temperament Test, adapted from Tim LaHaye. The instrument obtained a reliability score of 0.79 based on the local study of Mateo and Tajonera (2020). On the other hand, the second data collection instrument for the quantitative phase was the Conflict Management Styles Quiz (Batool et al., 2016), as being adapted from Reginald Adkins, and it underwent a reliability test. To establish its reliability, the Conflict Management Styles Quiz was subjected to pilot testing of 30 public secondary school heads in the division of Negros Occidental, Philippines. The instrument has a reliability score of 0.72, which is acceptable and reliable. The reliability index was computed using Cronbach's alpha.

The researcher obtained permission from the respective schools division superintendent of the Department of Education before conducting the study. When approval was obtained, the researcher devised a data collection schedule coursed through the enumerator who helped facilitate informed consent. During the actual conduct of the study, the research instruments were given to the enumerator, who gave them to the intended participants. He clearly read and explained the purpose of the survey and the instructions to the respondents before answering. They were given reasonable time to answer all items, after which all the questionnaires were retrieved. After the data had been received, it was organized, collated, and submitted to the statistician for data analysis. All the gathered responses were kept until the second phase of the data was done.

In this phase, descriptive and inferential analyses were utilized using appropriate statistical tools. Frequency count and percentage distribution were used to profile the temperament types of school heads in public secondary schools. Likewise, Mean was utilized to determine the extent of practice of conflict management styles such as collaborating, competing, avoiding, harmonizing, and compromising when taken as a whole and grouped according to generational age, sex, educational attainment, and years of experience as school
heads. Moreover, test of normality with the use of Kolmogorov-Smirnov test were undertaken to determine the normality of the variables. The normality test revealed that the variable conflict management \([KS=0.200, p=0.200]\) is not normally distributed. Spearman rank correlation was used to determine the significant relationship between temperament types and conflict management. While Spearman rank correlation and rank biserial were applied to determine the significant relationship between demographics and conflict management.

**B. Qualitative Phase**

The qualitative inquiry aimed to explain and deepen the result obtained in the quantitative phase. In this phase, maximum variation sampling was used. The researcher used maximum variation sampling to gather the full range of participants, from the most extreme to the most common (Frost, 2023). This process collects a small sample that intentionally covers the full spectrum of possibilities. The researcher interviewed all participants who scored high in all four temperament types and those who scored low in all four. The interview included eight (8) public secondary school heads: four (4) who scored high in all four temperament types and four (4) who scored low in all four temperament types.

For the qualitative phase, a semi-structured interview was used. An interview can gather information to help the researcher provide a broad perspective on the quantitative data (Boyce & Neale, 2006). Based on a careful examination of the data from the quantitative phase in relation to the items in the data collection instruments used in the same phase, the interview questions were developed. The researcher was able to delve deeper into the data gathered from the quantitative phase of the study through interviews in the qualitative phase. The researcher first analyzed the results of the statistical treatments performed in the quantitative stage. After carefully analyzing the quantitative data, the researcher designed interview questions in line with the instruments used in the quantitative phase. The interview protocol was submitted to the research adviser for review. With approved and established interview questions, the researcher identified school heads who met the criteria set for participants in the qualitative phase. Again, informed consent was obtained from the participants prior to the interview. Similarly, the researcher informed them about the objective of the interview. The researcher then asked for consent to record the interview using a smartphone. In addition to the main interview, which lasted an average of one hour, a follow-up interview session was conducted. The latter is shorter and is to review and validate transcripts.

Following the completion of all interview sessions, the researcher transcribed the recorded interviews, conducted member checking, and proceeded with the data explication process using Lichtman's (2013) three Cs: coding, categorizing, and conceptualizing. An expert validator was consulted over the themes and categories generated. Anonymized transcripts were produced by removing all personal identifiers and attributes, and participants were assigned a pseudonym, which has been applied throughout this study. All non-anonymized research materials (e.g., audio recordings, original transcripts, notes) were destroyed after the data was used and analyzed.

For this phase, thematic analysis was used following Lichtman's (2013) three Cs: coding, categorizing, and conceptualizing. The model aided in the formation of codes, categories, and themes from interview transcripts. The coding process involves breaking down qualitative text data to see what they yield before putting together the information meaningfully. In categorizing, the aggregated codes are grouped with similar ideas to create a single idea, while conceptualizing entails putting the generated categories in groups and identifying a
unifying theme. Its six-step process ensured thorough analysis, with each stage remaining near the data.

First, initial coding. An initial code can be a word or phrase that the researcher developed through careful reading and line-by-line analysis of the text. Second, revisiting initial coding. The researcher has created a lot of codes by this point. He collapsed some of them and renamed the codes because some were redundant. Third, the initial category listing. After he modified the codes, it was time to sort them into categories. Certain codes became major topics, while others were grouped and became subsets of a major topic. Fourth, modifying the initial list. The researcher carried on with the iterative procedure. Some of the categories might be deemed to be less significant than others, or two categories could be combined. Fifth, revisiting categories. At this point, he reviewed and checked if he could eliminate redundancies and pinpointed essential elements from the list of categories. Lastly, from categories to concepts. The process concluded with identifying key concepts that reflected the meaning assigned to the data he collected.

Data trustworthiness. The researcher determined the trustworthiness of the data analysis using the criteria established by Lincoln and Guba (1986) to ensure that it was valid and reliable.

Credibility is the degree of confidence that can be put in the veracity of the study results. It determines whether the research results are a valid interpretation of the participants' original views and represent plausible information derived from their original data (Lincoln & Guba, 1986). To ensure accuracy and resonance with participants' experiences, the researcher used the member-checking credibility technique, which involved returning data or results to participants.

Transferability is concerned with the aspect of applicability. The extent to which qualitative research findings can be transferred to other contexts or settings with different respondents (Lincoln & Guba, 1986). Thus, the rich and thick description for each theme that meaningfully contextualized the participant's experience was culled by the researcher.

Dependability includes the aspect of consistency. It entails the evaluation of the findings, interpretation, and recommendations by the participants, to ensure that each is supported by the information provided by the said participants (Lincoln & Guba, 1986). The researcher consistently followed the steps of the research process. The researcher also took field notes and recorded the interview.

Confirmability is concerned with the aspect of neutrality. The degree to which the findings of the research study could be confirmed by other researchers. Its goal is to demonstrate that the data and interpretations of the findings are not figments of the inquirer's imagination but are clearly derived from the data (Lincoln & Guba, 1986). The researcher used bracketing in this study to set aside his own prejudices. The interpretation of the data was completely based on the data gathered.

Moreover, an audit trail was employed. In this process, the developed themes, constructed from the codes and categories, were presented to an external auditor. A review of the number of significant statements that were used from fifty (50%) percent or more participants was conducted, and the consistency of those statements with the transcriptions was determined. As a result, a certification was acquired attesting to the existence of the mentioned significant statements and attesting to the fact that they were entirely drawn from the participants' responses.
4. Results and Discussion

A. Quantitative Results

1.) Profile of the Respondents. The demographic profile of the respondents is presented in Table 2. The respondents constituted the school heads of DepEd-Division of Bacolod City, particularly in the secondary level for the Academic Year 2022-2023 (f=60). In terms of generational age, the majority of the school heads belonged to Generation X at 63.3% (f=38); the millennials at 25.0% (f=15), and the remaining 11.7% (f=7) of the participants were baby boomers. According to Villadiego-Castillo (2020), Generation X, often known as Gen X or Gen Xers, is the generation that nowadays holds most leadership positions in schools.

When they were grouped in terms of sex, most of the school heads were female, which consisted of 51.7% (f=31), while the remaining 48.3% (f=29) were male. In relation to educational attainment, the majority of the school heads were educational management or leadership graduates at 60.0% (f=36) as compared to 40.0% (f=24) who were not educational management or leadership graduate.

Lastly, regarding the years of administrative experience, most of the school heads had shorter experience, ranging from 6 years and below at 78.3% (f=47), while the remaining 21.7% (f=13) ranged from 7 years and above.

Table 2
Demographic Profile of the Respondents

<table>
<thead>
<tr>
<th>Variable</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generational Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Generation X</td>
<td>38</td>
<td>63.3</td>
</tr>
<tr>
<td>Millennials</td>
<td>15</td>
<td>25.0</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>29</td>
<td>48.3</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>51.7</td>
</tr>
<tr>
<td>Educational Attainment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With an educational Management/leadership graduate (EM/LG) degree</td>
<td>36</td>
<td>60.0</td>
</tr>
<tr>
<td>Without an educational Management/leadership graduate (EM/LG) degree</td>
<td>24</td>
<td>40.0</td>
</tr>
<tr>
<td>Years of Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 years and below</td>
<td>47</td>
<td>78.3</td>
</tr>
<tr>
<td>7 years and above</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Meanwhile, the profile of the temperament types of school heads in public secondary schools revealed that among the school heads, the majority of them belonged to choleric temperament as shown in Table 3, which comprised 75.0% (f=45), followed by sanguine temperament at 13.3% (f=8); phlegmatic temperament at 6.7% (f=4); while the remaining 5.0% (f=3) were melancholic. Ekstrand (2015) asserted that most choleric are born leaders with confidence. Being dominant in personality, choleric value control, and work best in positions requiring strong authority, quick choices, and constant attention. According to Ogona (2022), the choleric leader is compared to the autocratic and initiating structure leader who is task-
oriented and work-centered with little or no concern and feelings for the human elements in an organization.

Table 3

Temperament Types of School Heads in Public Secondary Schools

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sanguine</th>
<th>Choleric</th>
<th>Melancholy</th>
<th>Phlegmatic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Generational Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>0</td>
<td>0.0</td>
<td>6</td>
<td>85.7</td>
<td>0</td>
</tr>
<tr>
<td>Generation X</td>
<td>4</td>
<td>10.5</td>
<td>32</td>
<td>84.2</td>
<td>1</td>
</tr>
<tr>
<td>Millennials</td>
<td>4</td>
<td>26.7</td>
<td>7</td>
<td>46.7</td>
<td>2</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>13.8</td>
<td>22</td>
<td>75.9</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>12.9</td>
<td>23</td>
<td>74.2</td>
<td>0</td>
</tr>
<tr>
<td>Educational Attainment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With EM/LG degree</td>
<td>2</td>
<td>5.6</td>
<td>30</td>
<td>83.3</td>
<td>3</td>
</tr>
<tr>
<td>Without EM/LG degree</td>
<td>6</td>
<td>25.0</td>
<td>15</td>
<td>62.5</td>
<td>0</td>
</tr>
<tr>
<td>Years of Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 years and below</td>
<td>8</td>
<td>17.0</td>
<td>33</td>
<td>70.2</td>
<td>3</td>
</tr>
<tr>
<td>7 years and above</td>
<td>0</td>
<td>0.0</td>
<td>12</td>
<td>92.3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>13.3</td>
<td>45</td>
<td>75.0</td>
<td>3</td>
</tr>
</tbody>
</table>

2.) Extent of Practice of Conflict Management Styles. When taken as a whole, the result was \( \text{M} = 2.89, \text{SD} = 0.33 \), as shown in Table 4B, indicating that school heads have exhibited a great extent of practice of conflict management styles. This simply means that generally school heads often practice conflict management styles. Likewise, in terms of five conflict management styles, school heads always practice collaborating style, which was rated as very great extent \( \text{M} = 3.41, \text{SD} = 0.64 \). Whereas, school heads often practice compromising style \( \text{M} = 3.11, \text{SD} = 0.56 \) and accommodating style \( \text{M} = 2.94, \text{SD} = 0.53 \) and were rated as great extent. However, school heads sometimes practice avoiding style \( \text{M} = 2.49, \text{SD} = 0.52 \) and competing style \( \text{M} = 2.48, \text{SD} = 0.61 \), which were rated as poor extent.

Considering the aforementioned result, it simply revealed that school heads were able to effectively practiced conflict management styles which provided opportunities to address the needs of all parties, and adequately addressing their interests to find a satisfying and acceptable outcome for the parties involved. It is noted that among the five conflict management styles, collaborating is the most preferred style. It can be deduced that when working in a collaborative manner, all parties have a sense of being heard and appreciated, which boosts morale and productivity as well as promotes accountability, and heightens feelings of responsibility.

Conflict appeared to be a frequent issue in schools (Chandolia & Anastasiou, 2020). Conflicts nowadays continue to be a factor in academic life. Schools often appear to be centers of tension. School heads devote a significant portion of their time to dealing with conflict (Johnson, 2003). They spend 20 to 40 percent of a typical workday managing conflict (Feirsen & Weitzman, 2021).
Conflict is often needed. It helps in bringing up issues, addressing them, and teaching people to appreciate and recognize their differences (Ghaffar, 2009). Lack of conflict in an organization often indicates that managers value conformity over new ideas, are opposed to change, and prefer conformity to effective decision-making (Isabu, 2017). While it is impossible to completely eradicate conflicts in schools, it is crucial and necessary to lessen their frequency, duration, and severity to safeguard the teaching and learning process.

School leaders exhibited a range of conflict management styles. In a study conducted by Perla (2018), the results revealed that teachers and school heads rated collaborating style as very much practiced, accommodating and compromising as much practiced, avoiding as fairly practiced, and competing as less practiced. Additionally, the study of Chandolia and Anastasiou (2020), the result revealed that collaborative and compromise styles were frequently observed by school leaders, while avoidance style was less frequently exhibited by them. Moreover, the study of Lin (2023) demonstrated that 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 the competing style was given the lowest assessment by the respondents.

The collaborative style views conflict as a problem to solve and find creative solutions that satisfy all parties involved. Using this style can promote open discussion about issues, mastery of tasks and equal distribution of work among team members, better brainstorming, and creative solutions to problems (Muindi et al., 2017). Thus, when school heads have always exhibited collaboration as their conflict management style, they collaborated with their colleagues to resolve issues through proactive dialogue until they arrived at an agreeable solution (Perla, 2018). It suggests that most of them desire to maintain a very strong yet humanitarian approach to dispute resolution through proper dialogue and an inquisitive mind.

According to Farooqi et al. (2016), a competing style is used by managers when they seek to achieve their goals without thinking about others and to satisfy their interests and gain more power. This approach is appropriate when the issues at stake are considered significant to the party or when the party might suffer harm due to an adverse decision made by the opposing party. Similarly, Mejia and Arpon (2021) posited that whenever a leader must make everyday, routine decisions or when a subordinate is competitive, it may be appropriate to apply. However, this style is typically considered undesirable because it is characterized by a person's excessive concern for themselves and low concern for the other party. Critical issues brought on by this approach may result in job dissatisfaction.

Moreover, school heads with little concern for themselves and others adopt the avoiding style. It is used when the situation can be ignored, and it is believed that conflict may be resolved without personal interference. The management maintains neutrality, which frequently offends both parties. Avoidant decision-making has a detrimental impact on job satisfaction, yet it might sometimes help to calm down a situation (Mejia & Arpon, 2021; Olcum & Titrek, 2015).
### Table 4 A

**Extent of Practice of Conflict Management Styles**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Collaborating</th>
<th></th>
<th></th>
<th>Competing</th>
<th></th>
<th></th>
<th>Avoiding</th>
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<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>Int</td>
<td>M</td>
<td>SD</td>
<td>Int</td>
<td>M</td>
<td>SD</td>
<td>Int</td>
</tr>
<tr>
<td><strong>Generational Age</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>3.67</td>
<td>0.61</td>
<td>VGE</td>
<td>2.48</td>
<td>0.69</td>
<td>PE</td>
<td>2.43</td>
<td>0.46</td>
<td>PE</td>
</tr>
<tr>
<td>Generation X</td>
<td>3.40</td>
<td>0.66</td>
<td>VGE</td>
<td>2.46</td>
<td>0.62</td>
<td>PE</td>
<td>2.50</td>
<td>0.51</td>
<td>PE</td>
</tr>
<tr>
<td>Millennials</td>
<td>3.29</td>
<td>0.60</td>
<td>VGE</td>
<td>2.53</td>
<td>0.56</td>
<td>GE</td>
<td>2.51</td>
<td>0.59</td>
<td>GE</td>
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<td><strong>Sex</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3.41</td>
<td>0.63</td>
<td>VGE</td>
<td>2.37</td>
<td>0.56</td>
<td>PE</td>
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<td>0.45</td>
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<td>0.65</td>
<td>VGE</td>
<td>2.58</td>
<td>0.64</td>
<td>GE</td>
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Mean Scale: 1.00-1.75= Very Poor Extent (VPE), 1.76-2.50=Poor Extent (PE), 2.51-3.25=Great Extent (GE), 3.26-4.00=Very Great Extent (VGE)

### Table 4 B

**Extent of Practice of Conflict Management Styles**

<table>
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<tr>
<th>Variable</th>
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</table>
3.) Relationship between Temperament Types and Conflict Management Styles.

Table 5 shows that there was no significant relationship between sanguine temperament and conflict management styles \(rs(58)=-0.076, p=0.562\), between choleric temperament and conflict management styles \(rs(58)=0.152, p=0.247\), between melancholy temperament and conflict management styles \(rs(58)=0.036, p=0.787\), between phlegmatic temperament and conflict management styles \(rs(58)=0.008, p=0.952\). This means that temperament types among school heads have nothing to do with their conflict management styles.

The above findings suggested that, without taking into account their temperament types, the school heads' capacity to use their preferred management style to resolve conflicts is an essential component of their administration. The ability to separate their temperaments when making decisions during conflict situations is the reason why school leaders were able to manage conflicts at their schools with such ease. Indeed, disagreement can involve strong negative feelings, which can lead to people acting negatively, escalating the conflict and destroying relationships. Thus, it is crucial for school heads to take action to avoid being temperamental when confronted with a dispute in order to maintain control of the circumstance.

Musah et al., 2015 asserted that traditional conflict research presupposes that individuals engage in a rational process while dealing with conflicts, rejecting the significance of emotion-relevant variables. Likewise, according to Isabu (2017), the school head should act as a judge in his capacity as conflict arbitrator by making sure that reason and impartiality rule the conversation so that the warring parties come to an understanding regarding the issues at hand. If groups are permitted to focus more on personalities, feelings, or the things that caused them to disagree than on pressing issues and facts, conflict in schools can become destructive.

Being a leader does not mean making lopsided decisions to settle a conflict. In difficult situations, employees in an institution should look to their leader for guidance. Leaders must avoid making rash, biased decisions. They should be calm and rational. Different leaders have various personalities, but not all are adept at dispute resolution (Sharma, 2021). To be an effective leader, one must respond to the situation by taking the proper action. This indicates that a leader's role is to analyze problems and encourage a positive and productive resolution (Smiley, 2018). You cannot successfully resolve disagreement if you are not at ease with your emotions or cannot control them under stress (Segal et al., 2023).

<table>
<thead>
<tr>
<th>Variable</th>
<th>(r_s)</th>
<th>df</th>
<th>(p)</th>
</tr>
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<tr>
<td>Sanguine and CMS</td>
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<td>Choleric and CMS</td>
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<td>Melancholy and CMS</td>
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<td>Phlegmatic and CMS</td>
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</table>

Note: relationship is significant at \(p<0.05\)
4.) **Relationship between Demographics and Conflict Management Styles.** Spearman rank correlation and rank biserial were used to determine the significant relationship between demographics and conflict management. The findings in Table 6 showed that there was no significant relation between conflict management style and generational age \[rs(58)=-0.116, \ p=0.376\], sex \[rs(58)=0.225, \ p=0.083\], educational attainment \[rs(58)=-0.012, \ p=0.925\], and years of experience \[rs(58)=0.002, \ p=0.988\]. This means that demographics among school heads have nothing to do with their conflict management styles.

While it was necessary to identify the factors that influence the school heads’ conflict management styles to improve workplace relations and productivity of individuals, the results of this study however demonstrated that demographic factors like generational age, sex, educational attainment, and years of experience do not have statistically significant influence on the conflict management styles. This simply suggested that in resolving conflicts, school heads should concentrate on strategic approaches rather than on the aforementioned demographics in order for the end result to be feasible and efficient. Therefore, it was essential for school managers to learn the important skills and techniques that would enable them to handle conflicts when they arise.

The study of Inoti (2013) revealed that gender has no bearing on a leader's style of handling conflicts. In a different study by Bordean et al. (2020) found no connection between sex and the preferred conflict management style. While in the study of Akinnubi (2012), there appeared to be no significant relationship between the principal's years of experience and conflict management in secondary schools. In the same way, Karabulut (2015) concluded that principals' seniority in the profession did not have any significance on the styles they used for conflict management. Moreover, a research study conducted by Diesto (2019) demonstrated no significant relationship between conflict management styles and sex, age, educational attainment, and number of years in service of the school heads.

<table>
<thead>
<tr>
<th>Variable</th>
<th>rs</th>
<th>df</th>
<th>p</th>
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<td>Generational Age</td>
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<td>Years of Experience</td>
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<td>0.988</td>
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*Note: relationship is significant at p<0.05*

**B. Qualitative Results**

This phase of the study aimed to explore the insights and experiences of school heads in conflict management styles. It explained and deepened the result obtained in the quantitative phase. The interview included eight (8) public secondary school heads: four (4) who scored high in all four temperament types and four (4) who scored low in all four temperament types.
Theme 1: School heads have diverse insights into managing conflict

School heads shared diverse insights as they practiced conflict management styles in their respective secondary institutions. Similar statements were organized into six subthemes such as: respecting the opinions of others; listening fairly to both sides; talking to the parties involved; ensuring confidentiality; considering the important role of leaders; and managing personal conflict.

Respecting the opinions of others. When the school head is aware of and respects differences, he can nearly always solve a problem quickly. Respect is crucial to the success of any organization. As some participants said:

“Especially as professionals, despite whoever started the problem or created the conflicts, we should listen to and respect both.” (Pamela, personal communication, August 18, 2022, Lines 10-11)

“You have to respect, understand, and, as much as possible, look for ways to solve the conflict between the teachers under your department, even if I am involved too, as their department head. That’s what I do.” (Pamela, personal communication, August 18, 2022, Lines 59-61)

“Well, everyone is entitled to his opinion. I respect that. As a collaborator, I accept varied perspectives that will help my team progress. When my subordinates express a different point of view on a particular issue, I listen to them and rationally evaluate whether or not we will consider it. I have no objections to it as long as it benefits the team. So far, my team is performing well.” (Patrick, personal communication, December 5, 2022, Lines 86-90)

“So far, my team has placed their trust in me and the way I manage things in my department. That is why I think it is so important that we work together and respect one another. Things get easier when teachers cooperate and respect their school head.” (Carla, personal communication, December 9, 2022, Lines 95-97)

Listening fairly to both sides. It is necessary as school heads to listen fairly and consider the perspectives of others to be essential or legitimate. Both parties should be allowed to be heard about their underlying interests through fair listening. Some of the observations made by participants were as follows:

“The grievance committee's procedure is to hear out the involved teachers. After hearing anything, we process it by asking a number of questions, including follow-up inquiries. That's the actual reality. It never reached the point where lawsuits were brought. That is all I have done in my three years as the department head.” (Silas, personal communication, August 26, 2022, Lines 19-22)

“Especially as professionals, despite whoever started the problem or created the conflicts, we should listen to and respect both.” (Pamela, personal communication, August 18, 2022, Lines 10-11)
“You are the one that hears their complaint. You need to calm them down and give them an opportunity to share their thoughts about the issue. I, on the other hand, should not take sides in hearing both parties involved in the conflict.” (Patrick, personal communication, August 23, 2022, Lines 16-18)

“I will discuss the issue with them, listen to their sides, analyze the advantages and disadvantages, and then create a decision from there.” (Carla, personal communication, September 5, 2022, Lines 13-14)

Talking to the parties involved. Talking to each party individually will help the school head ensure that everyone can express themselves as quickly as possible, allowing problems to be solved and the discussion to proceed smoothly. It is important to avoid making assumptions and allow individuals to open up at their own pace while investigating the issue. The following were views expressed by certain participants:

“We sit down and talk about the problems, even raising our voices to make points. That’s how we are while discussing academic or school-related concerns.” (Silas, personal communication, August 26, 2022, Lines 24-26)

“Being the department head, you can only solve problems by small talks.” (Samuel, personal communication, August 24, 2022, Lines 22-23)

“The two people must be talked to separately first so that we will have two-sided views and opinions with regards to the situation or conflict.” (Mira, personal communication, August 16, 2022, Lines 6-8)

“After the facts have been brought or have been recorded or have been rechecked, then that’s the time to talk to the teacher.” (Mira, personal communication, August 16, 2022, Lines 13-14)

“Now, we keep in mind that every time a problem arises, we ought to know both sides and never ask the people involved to sit together without even talking to them first or assessing the things to be done.” (Pamela, personal communication, August 18, 2022, Lines 8-10)

“When resolving a dispute, you must take control of the situation as school head by bringing all parties to a calm state so that you may discuss the problems. I usually talk to them in private, and I talk to them individually while gathering the necessary facts. I do not bring my emotions to the table when listening to their side since they will impact my decision in some way. I must avoid being impartial and concentrate on the facts that are the root of the problem.” (Patrick, personal communication, December 5, 2022, Lines 104-108)

Ensuring confidentiality. A good resolution depends on maintaining the confidentiality at the core of mediation. The parties must feel comfortable disclosing sensitive
information during the conversation to determine how their genuine wants and interests can be met without worrying that it will be revealed later to their prejudice. One participant said:

“At most, confidentiality is observed when I usually allow them to air their grievances one at a time.” (Patrick, personal communication, August 23, 2022, Lines 18-19)

“I usually talk to them in private, and I talk to them individually while gathering the necessary facts. I do not bring my emotions to the table when listening to their side since they will impact my decision in some way. I must avoid being impartial and concentrate on the facts that are the root of the problem. Another factor to consider is the importance of confidentiality in maintaining trust, which allows each person the confidence to open up.” (Patrick, personal communication, December 5, 2022, Lines 105-110)

**Considering the important role of leaders.** The leadership role of the school head is essential in resolving conflicts and making negotiations at the workplace. It is the responsibility of a school leader to make intelligent decisions to keep harmony at work. Any educational system would be incomplete without school leaders because there could be no organized education without them. The following were some of the statements made by some of the participants:

“The department head should take the lead in handling any conflicts that arise from misunderstandings or damaged feelings. Give them the chance to explain.” (Samuel, personal communication, August 24, 2022, Lines 28-29)

“You ought to be a leader by example for others.” (Maria, personal communication, August 26, 2022, Lines 11-12)

“Gaining the respect of the teachers by setting a good example is essential.” (Maria, personal communication, August 26, 2022, Line 33)

“First and foremost, what we do as head teachers or even as principals to settle conflicts between teachers-teachers or teachers-department heads is to know both sides. After that, always evaluate.” (Pamela, personal communication, August 18, 2022, Lines 5-7)

“As the head of a school, you should approach the situation calmly and logically.” (Carlo, personal communication, September 7, 2022, Lines 53-54)

“In building a peaceful school climate, a good leader must be guided by the principles of good governance. Leadership should be based on, accountability, transparency, consensus orientation, participation, responsiveness, equity, partnership, empowerment, and rule of law.” (Samuel, personal communication, December 7, 2022, Lines 110-112)

“Conflicts must be resolved in a formal/official manner. Department heads should not just jump on such issue if not called for. In general terms however,
department head should always promote a harmonious working space for everyone. If there are issues needed to be resolved, teachers concern must be advised to write a formal complaint to the grievance committee for it to be dealt with. Committee members should facilitate the conference fairly and just.” (Samuel, personal communication, December 7, 2022, Lines 117-121)

**Managing personal conflict.** It helps to concentrate on the workplace rather than the personal issue while resolving conflict. Your job as school head is to look for a solution to the school-related problem and not let the personal problems of each party overshadow it. These were the thoughts expressed by the participants:

"If the situation is valid and if it applies to our work, then we will ask the teacher. But, regarding Facebook postings that are irrelevant to our work, we will, of course, ignore them, because entertaining those conflicts posted on Facebook is not good and is a waste of time.” (Mira, personal communication, August 16, 2022, Lines 18-20)

“Separate work issues from personal issues. For example, if it’s about Facebook that they talk about their personal families, of course we will not entertain those because you will directly tell the teacher that it is your personal sights or views. But if we are talking about our work, our deadline, so and so forth, as what we are experiencing right now, then those topics or those conflicts were the ones that we have taken the actions in order for us to be cleared.” (Mira, personal communication, August 16, 2022, Lines 69-74)

“More at times, conflicts are likely less professional but more so personal. A lot has concerns about attitude, professional jealousy and power struggle.” (Pamela, personal communication, August 18, 2022, Lines 50-52)

“It really depends on the case that arises. It may be personal or professional. The most difficult thing to manage is the personal conflicts. So as much as possible, when you patch up things between the parties, it’s much easier if I’m not involved. If I were, it would be difficult. But still, you have to respect, understand, and, as much as possible, look for ways to solve the conflict between the teachers under your department, even if I am involved too, as their department head. That’s what I do.” (Pamela, personal communication, August 18, 2022, Lines 56-61)

“One of the common experiences I can share is when teachers, parents, or students come for conflict resolution regarding personal or work-related conflicts. When this happens, they are already at the peak of anger and rage, and they are looking forward to resolving issues and concerns.” (Patrick, personal communication, August 23, 2022, Lines 9-12)

“When resolving conflicts of any kind, it is important to first identify the root cause. Meaning that you must look into the situation and distinguish between personal problems and work-related issues for both parties. You must take control of the situation, so try to remain as impartial as you can without preferring one side over the other. To do this, a school head should revisit the
DepEd mission and vision to guide our actions and decisions. What we ought to do should not be dictated by our temperament or emotions. Of course, if we let our feelings rule the situation, instead of finding a peaceful solution to the conflicts, we may end up escalating them. It won’t help in any way.” (Mira, personal communication, December 7, 2022, Lines 129-136)

“Most of the time, it involves personal issues, which I believe are the most difficult to settle. As school head, I must distinguish between personal and professional conflict. I think promotion-related concerns are more likely to cause conflict at work. Teachers frequently compare their performance to that of others. So I speak with each of them individually and explain the reasons for the evaluation's result. So far, they have listened and are satisfied with my explanation.” (Patrick, personal communication, December 5, 2022, Lines 75-79)

**Theme 2: Reason over emotions in managing conflict**

Rational thinking without regard to emotion can help the school head identify legitimate arguments and manage complex issues. Significant value is placed on one's rational thought in resolving conflicts as it helps school leaders manage individual differences in workplace situations. Similar statements were organized into four subthemes: managing temper, allowing rational thinking to take the lead, holding on to your patience as a leader, and remaining calm in assessing the situations.

**Managing temper.** To come up with constructive ways of dealing with conflict, school heads need to control and manage their emotional responses. It was expressed in this way by some of the participants:

“As much as possible, if you can control your temper and yourself, control it.” (Maria, personal communication, August 26, 2022, Line 22)

“As a leader, you should first observe the conflict the parties are engaged in before deciding what has to be done to support and not invalidate the other party. Types of temperament have no impact.” (Maria, personal communication, August 26, 2022, Lines 44-46)

“You cannot avoid overreacting to a situation if you are under excessive pressure. But we must maintain self-control as a manager and school head for seven years.” (Mira, personal communication, August 16, 2022, Lines 81-82)

“I usually put my temperament out of the way as I do settle conflicts. I do believe that it could affect your judgment and the manner the conflict proceedings are being managed or handled.” (Patrick, personal communication, August 23, 2022, Lines 26-27)

“I noticed that adding heat to the fire just made things more complicated. That is why, I prefer to remain calm and assess situations rationally before addressing them.
Ultimately, I try not to let my emotions get in the way.” (Patrick, personal communication, August 23, 2022, Lines 31-33)

“There is no genuine conflict resolution with emotionally immature people.” (Patrick, personal communication, August 23, 2022, Lines 48-49)

“If you are temperamental in your approach to resolving conflicts, it may create an uneasy environment for both you and the people involved in the process. They may not be able to openly share their point of view knowing that the environment is not conducive and safe for everyone involved.” (Patrick, personal communication, August 23, 2022, Lines 54-57)

“Even though you are quite furious, I always think that as the head of a school, you should approach the situation calmly and logically.” (Carlo, personal communication, September 7, 2022, Lines 53-54)

“In my own experience in 20 years, I kept my cool. I really controlled myself.” (Carlo, personal communication, September 7, 2022, Lines 74-75)

“So, as much as possible, avoid being temperamental.” (Carlo, personal communication, December 5, 2022, Lines 139-140)

“My plan is to not get in and start an argument when I see them. I stay still. I'll then signal their attention.” (Carla, personal communication, September 5, 2022, Lines 28-29)

“As school head, I feel that I must set aside my emotions when resolving problems. That is why temperament has no bearing on my decision-making because it is important that I remain impartial in dealing with the circumstance.” (Maria, personal communication, December 5, 2022, Lines 80-82)

Allowing rational thinking to take the lead. It will frequently fall on you, as the leader of the school, to find solutions to the problems that develop in your institution. It is crucial that you have independent problem-solving skills. This entails weighing all available data, thinking through things rationally, and developing a solution that considers several viewpoints and resolves the conflict. It was expressed in this way by some of the participants:

“In my opinion, we all have different personalities and temperaments, just like you did in your school. However, we will follow the DepEd mission and vision because that is why we are here, and we won't let our personalities or feelings influence what we do at this school.” (Mira, personal communication, August 16, 2022, Lines 40-42)

“Before I act, decide or even give conclusions, I tend to think first whether it will be beneficial not just for one but for all. I always think about what I say or act if it’s okay. It’s like putting yourself in their place. So when I realize that the effect is not gonna be okay, I would not. But still I ask questions so I can assess her and that’s where I cull out my opinions.” (Pamela, personal communication, August 18, 2022, Lines 65-69)
“I prefer to remain calm and assess situations rationally before addressing them. Ultimately, I try not to let my emotions get in the way.” (Patrick, personal communication, August 23, 2022, Lines 32-33)

“As long as you are rational, your anger will be mere anger. The authorities will challenge you. You should know what to do and how to discipline because if the person is really bad-mannered, it’s gonna be challenging.” (Carlo, personal communication, September 7, 2022, Lines 121-123)

“So, you should rationalize, and you should also know how to be strict and not be fooled.” (Carlo, personal communication, September 7, 2022, Lines 125-126)

“I will discuss the issue with them, listen to their sides, analyze the advantages and disadvantages, and then create a decision from there.” (Carla, personal communication, September 5, 2022, Lines 13-14)

Holding on to your patience as a leader. There are times when being a school head can make you feel as though you are about to reach a breaking point. You must need patience if you want to keep yourself and your team together. It will enable you to maintain composure under pressure and suppress emotions when necessary. It was expressed in this way by some of the participants:

“Sometimes you cannot avoid reaching the limit of your patience while dealing with some conflicts. But as much as possible, if you can control your temper and yourself, control it. But sometimes you cannot control, so talk to them personally if you have any chance, but sometimes you have to hold on to your patience as a leader.” (Maria, personal communication, August 26, 2022, Lines 21-24)

“Naturally, if we have the temperament to handle the situation appropriately in terms of our mood, we will first need the patience to deal with the temperaments of two of the teachers. This is because, in my opinion, we all have different personalities and temperaments, just like you did in your school.” (Mira, August 16, 2022, Lines 38-41)

Remaining calm in assessing the situations. A good leader reacts to a circumstance with calmness and a well-thought-out plan. It will be beneficial to develop self-control as a school head and to have the ability to keep your cool when faced with challenging situations. As two participants shared their observations:

“I noticed that adding heat to the fire just made things more complicated. That is why, I prefer to remain calm and assess situations rationally before addressing them. Ultimately, I try not to let my emotions get in the way.” (Patrick, personal communication, August 23, 2022, Lines 31-33)

“As school heads, we must set aside our temperament while dealing with conflicts since it will influence our decision-making process. I do not want to appear biased when dealing with conflicts at school. As a result, whenever I am presented with disputes between teachers, I calmly listen to them and allow my
decisions to be guided by the DepEd mission and vision because that is why we are here. In this way, I will become prudent and rational without allowing my emotions to influence my decisions, especially when it comes to contentious situations, about which I must be cautious." (Mira, personal communication, December 7, 2022, Lines 108-114)

“When resolving a dispute, you must take control of the situation as school head by bringing all parties to a calm state so that you may discuss the problems. I usually talk to them in private, and I talk to them individually while gathering the necessary facts. I do not bring my emotions to the table when listening to their side since they will impact my decision in some way. I must avoid being impartial and concentrate on the facts that are the root of the problem.” (Patrick, personal communication, December 5, 2022, Lines 104-108)

Theme 3: Diverse approaches to managing conflict

Since conflict appeared to be unavoidable, there are various conflict approaches highlighted by the school leaders that may lead to a desirable outcome. This is how some of the participants shared their views:

Collaborating with others. Some school heads promote collaboration because not only can it lead to positive outcomes, but it can also strengthen the bonds between team members. When there is a disagreement, the parties involved work together to find a fair settlement. Thus, it entails a high level of cooperation. The following significant statements were associated with the participant's tendency to resort to collaborating approach:

“Collaborating with others. Some school heads promote collaboration because not only can it lead to positive outcomes, but it can also strengthen the bonds between team members. When there is a disagreement, the parties involved work together to find a fair settlement. Thus, it entails a high level of cooperation. The following significant statements were associated with the participant's tendency to resort to collaborating approach:

“We consider options for resolving those conflicts as we make decisions. So in terms of resolving issues, I'm quite a collaborator. I prefer to solve problems through conversation. At my age, I would be content to accept your position in place of our current agreement, but this is my stance. Let's just come to terms halfway. Additionally, the school has a management staff, which makes decisions more of a team effort.” (Silas, personal communication, August 26, 2022, Lines 64-68)

“Working together to resolve conflicts is far easier than trying to do it alone. As a result, collaboration is more important.” (Silas, personal communication, August 26, 2022, Lines 75-76)

“But one of the things I discovered in our management team is that working together across departments can result in a better choice or strategy. Although I might have a solution, it might not be the best one. A far better or finest one might exist. This is why we work together: so that we may make better decisions for both ourselves and other people.” (Silas, personal communication, August 26, 2022, Lines 77-81)

“Being the department head, you can only solve problems by small talks.” (Samuel, personal communication, August 24, 2022, Lines 22-23)

“I believe that whenever I make a decision, I should seek first the opinions of others regarding their perspectives. As a result, I would rather discuss the
matter with the group or the management team. If it affects already the whole department, it is important to work as a team. For instance, in the event that the DUT (Division Unified Test) result is low, we discuss it with my team. I let them make suggestions about how to address it. This is how collaboration operates. We compile everyone's suggestions before deciding which one is the best course of action to enhance the performance of our social studies department. I advise them to collaborate with one another in order to develop the intervention and implement it. I also allow teachers to share their excellent ideas with our team if they have them.” (Silas, personal communication, December 5, 2022, Lines 114-122)

“Actually, in my capacity as head of school, I value collaboration. For me, it's necessary to obtain the relevant information prior to coming to a decision when handling problems at school. It is much preferable to speak with the management team because they may also have helpful suggestions for handling the challenging circumstance.” (Mira, personal communication, December 7, 2022, Lines 96-99)

“I decided on the collaborative model because I want to hear both parties' opinions. I want to find a solution that benefits all parties and it would be win-win solutions. Therefore, no party has any regrets following the discussion.” (Pamela, personal communication, December 6, 2022, Lines 110-112)

“I consider myself to be a collaborator when it comes to conflict management. I believe that using a win-win strategy is more effective in handling disputes. Of course, various situations necessitate a different approach to dispute resolution. In most cases, it is important to take into account the individual interests of each party involved in a particular conflict situation. The goal is to prevent the conflicts from escalating because it may impair teachers’ performance which in effect may compromise students’ learning.” (Patrick, personal communication, December 5, 2022, Lines 65-70)

**Resolving the majority of disputes all alone.** When conflicts or arguments do arise, another suggested approach is to resolve them independently. There will be occasions when you must make difficult judgments without consulting others. It can entail making an unpopular decision or acting in a way that irritates someone but is beneficial for the school. As stated by two participants:

“Their suggestion is not ideal. I was also able to resolve the majority of disputes in my department. There were others who would argue, but I would always explain.” (Carla, personal communication, September 5, 2022, Lines 7-9)

“I'll manage since I'm a woman. We have male teachers, of course, but that doesn't mean I couldn't handle them because I'm a woman.” (Carla, personal communication, September 5, 2022, Lines 45-47)

“I don't delegate the duty of handling male disputes to other department heads. I handle things by myself.” (Carla, personal communication, September 5, 2022, Lines 52-53)
“As a conflict manager, I am not much of the submissive type but I always listen.” (Carla, personal communication, September 5, 2022, Lines 67-68)

“As much as possible, I make every effort to solve problems that are within my level, but if I am unable to do so despite my best efforts, I refer them to the management team since more heads are better than one. So far, conflicts at school have remained manageable.” (Mira, personal communication, December 7, 2022, Lines 99-102)

“When handling disputes, I prefer a competing style. I work alone and never assign tasks to anyone. In this way, I can ensure that I take control of the issue. I always make an effort to settle conflicts within my level as much as I can, especially those that could jeopardize the performance of my teachers inside the classroom.” (Carla, personal communication, December 9, 2022, Lines 80-83)

**Being humanitarian on reasonable grounds.** Being considerate or humanitarian is necessary for school management, especially on reasonable grounds. As a school head, it will help in navigating some important situations. One participant said:

“The common ground is that you have to be a humanitarian. For example, in the organization, of course naturally, you’d be strict on attendance, you’d be strict on hours, but sometimes they will ask permission because they have kids to attend to, there are hospitalizations or whatever, they are honest, so you give them leeway. For habitual reasons, that seems a lie, and instead of using their personal difficulties as an alibi, I treat them differently.” (Carlo, personal communication, December 5, 2022, Lines 131-135)

**Theme 4: Generational age, sex, and educational attainment do not influence in managing conflict**

The influence of demographic factors such as generational age, sex, and educational attainment on the conflict management styles of school heads was shown to be insignificant. As some of the participants said:

“The principal at the school where I previously attended was much younger. My very first school head is substantially older. I’ve had 3 men lead my school and 3 women lead it. Although it doesn't seem to matter much, as you can see, they all have different management philosophies. The managerial style, I suppose, truly makes a difference.” (Samuel, personal communication, August 24, 2022, Lines 46-49)

“Male leaders can be subjective at times as well. They can be partial. There are also strong and decisive female principals. Sometimes our emotions get in the way. But I haven't noticed any gender influences yet.” (Samuel, personal communication, August 24, 2022, Lines 50-52)

“In terms of educational attainment, you should have a PhD or letters placed after your name, but there are also others who didn't finish but are empowered through training and
seminars, as well as their practice. Thus, I don't believe it.” (Samuel, personal communication, August 24, 2022, Lines 59-61)

“In terms of age, sex, and educational attainment, it does not affect (conflict management style). At first, I thought of actually basing it off of experience. I used to think that those who are older can handle problems and those who are younger aren't truly involved in conflicts. As time goes on and with our current circumstances, based on our experience, age doesn't matter in handling disputes and of course those involved in conflicts. Because each one of us has his or her own personal views and attack on the situation.” (Mira, personal communication, August 16, 2022, Lines 47-52)

“Education does not affect your behavior in the system, and I believe that our attack or response to the conflict also depends on our homes. So the family at first really molded us into being good workers with a good attitude towards our work. That is not to say that if you have a PhD, you will not be involved in the conflict.” (Mira, personal communication, August 16, 2022, Lines 52-55)

“I don't believe on the age, sex, educational attainment, and years of experience has something to do with your conflict management style. The one that would matter is the persons maturity in handling conflict.” (Patrick, personal communication, August 23, 2022, Lines 38-40)

“Maturity is the most important factor. It's true what they say about age being just a number. While some adults are still childlike, there are also young ones who are mature thinkers. Women and men are both capable of resolving conflicts. We’ve been trained for it as school heads. Also, even if a person has a postgraduate degree or is an experienced school principal, if he or she is innately immature, conflict will be difficult to resolve. There is no genuine conflict resolution with emotionally immature people.” (Patrick, personal communication, August 23, 2022, Lines 44-49)

“It’s very hard to answer such a question, because if you say that the school head is young, he's most probably aggressive. But I find out that there are those school heads who are about to retire, and yet, their temperament is still the same. They would get angry easily or they would throw insults. Not everyone. In my own experience, at 20 years old, I kept my cool. I really controlled myself, and I observed in other school heads that age really does not affect anything. It’s really the attitude of somebody.” (Carlo, personal communication, September 7, 2022, Lines 71-76)

(Educational attainment) It does not affect. It’s really about the person’s character. Even though you are just a high school graduate, if you are really bad, you are really bad. (Carlo, personal communication, December 5, 2022, Lines 93-94)

“More education can help you refine your habits or attitude, but it will not change your overall behavior or manner. In all the degrees that you have, your attitude will just remain; it will be the same. Maybe you just need to refine because you’re shy as if you’re showing off, but deep inside, the worst of you will
really come out during the crisis. You could cover it, but actually the person’s feelings, even if he did not finish his education, are already enough. As long as he has the awareness, that’s already good. You cannot embody a character from rationalization all the time; it depends on the attitude you adopt and your values deep inside.” (Carlo, personal communication, December 5, 2022, Lines 98-104)

"Yes, demographics do not influence conflict management styles. Despite being considerably older, I don't impose my views on others. I listen to them. Because I am aware that there have been fresh changes, I kept myself current by reading. We connect when I listen to them. I'll manage since I'm a woman. We have male teachers, of course, but that doesn't mean I couldn't handle them because I'm a woman.” (Carla, personal communication, September 5, 2022, Lines 43-47)

“I don't delegate the duty of handling male disputes to other department heads. I handle things by myself. Male confrontations differ from female conflicts; thus I change my approach. The department head's sexuality does not really help when it comes to addressing issues. It totally relies on how competent the school head is.” (Carla, personal communication, September 5, 2022, Lines 52-55)

**Theme 5: Years of administrative experience is a plus factor**

Most participants recognized years of administrative experience as a way of gaining skills in addressing conflict situations in school and contributing to task familiarity for a leader to grow. Here are some of the noteworthy statements from the participants:

“For the experience. Yes. The answer is yes. Particularly if the situation is unfamiliar to you or is occurring in a classroom, experience is the best instructor when it comes to handling conflict.” (Silas, personal communication, August 26, 2022, Lines 48-50)

“Your learning will come through experience. When you are aware of your environment, you will develop a skill. When you work in a position for a long period, you become better at handling disagreements or making decisions.” (Silas, personal communication, August 26, 2022, Lines 50-53)

“Those with less experience may not have taken certain factors into account. As your tenure as a teacher increases, you can still draw on your prior experiences. Though not everything is constant, you might draw inspiration from what has already occurred. There is a factor of experience. You can definitely gain knowledge from prior judgments and cases of precedent. Experience levels do matter.” (Samuel, personal communication, August 24, 2022, Lines 62-66)

“Years as school head influences you because you'll run against problems along the way, based on your experience of how to resolve disputes.” (Maria, personal communication, August 26, 2022, Lines 37-38)
“But experience will matter, because the more experience that you have, the more you are well versed in handling those conflicts.” (Mira, personal communication, August 16, 2022, Lines 58-59)

“The longer you have been in the service or the more experience you have, the easier it will be to handle the conflict.” (Mira, personal communication, August 16, 2022, Lines 68-69)

“Years of experience really help. There are people that could be unpleasant, but after some time they tend to become well-mannered, so experience really matters. As I have observed, you become mellow and when you’re mellow, you will really apply all the theories and you think the theories would really do all the work, the miracles.” (Carlo, personal communication, December 5, 2022, Lines 105-108)

C. Mixed Method Data
Discussion and Integration of Data

In the practice of conflict management styles, school heads vary in terms of their perspectives

The quantitative findings revealed that school heads generally practiced conflict management styles to a great extent. It simply implies that they often encountered conflict situations in school and used different conflict management strategies constructively. This was strengthened by a qualitative theme emphasizing the school heads’ diverse insights in managing conflict. In effect, it led to the meta-inference that in the practice of conflict management styles, school heads vary in terms of their perspectives.

Good learning habits will also be developed by school heads as a result of their daily encounters with conflicts, which will help them apply the different perspectives in their conflict management practice. These challenging encounters they have experienced guide them on resolving conflicts given the required knowledge, skill, and expertise. In fact, diverse insights were developed by the participants of this study as a result of their administrative experience in handling conflict situations in their respective schools. These include respecting the opinions of others, listening fairly to both sides, talking to the parties involved, ensuring confidentiality, considering the important role of leaders, and managing personal conflict.

Although participants’ viewpoints on managing daily conflicts differ, each perspective has been shown to be beneficial depending on the various circumstances or conditions. Differences are inevitable in a group of people having different experiences, attitudes, and expectations. Thus, finding ways to resolve different kinds of conflict will provide the opportunity to understand different perspectives. Indeed, conflict management is a skill that school heads must be able to develop to help foster a productive school working environment.

Moreover, when an organization has an optimal level of conflict, its performance improves. School heads are more likely to be open to encouraging a variety of perspectives, seek ways to improve organizational functioning, and view debates and disagreements as necessary ingredients for effective decision-making. It is noted that handling conflict requires time and effort, but creating an environment of respect, consideration, and trust is worthwhile (Isabu, 2017). Besides, leaders’ conflict management styles can differ from one another, and it is important to remember that no two cases or decisions are identical (Kohlhoffer-Mizser, 2020). In the same way, according to Shanka and Thuo (2017), Olubunmi (2014), Uchendu et
al. (2013), school leaders should have the necessary knowledge and perspectives to respond to or manage conflicts to bring about positive changes and to minimize any adverse effects.

**In conflict management, reason serves as a guiding principle coupled with appropriate actions**

The quantitative analysis showed that temperament does not influence conflict management style, implying that school heads do not allow their emotions to interfere with their judgment. This finding was deepened by the qualitative themes such as reasons over emotions in managing conflict and diverse approaches to managing conflict. The integration of the two results led to the meta-inference that, in conflict management, reasons serve as guiding principles coupled with appropriate actions.

Not allowing temperaments or emotions to control the mediation process is a smart way to develop as a school head. Conflict is best faced by facts rather than an interplay of emotions. Both quantitative and qualitative phases of this study have emphasized the importance of eliminating emotions in managing conflict situations. Instead, focus on making rational decisions whenever conflict arises to identify, define, and evaluate the problem and, ultimately, come up with a sound judgment. Through rational analysis, careful and methodical steps are followed in assessing the best solution to the pressing issues between the parties involved.

In trying to defuse conflicting situations through logic and reason, it is also necessary to consider the various conflict management approaches generated from the results of this study. These include collaborating with others, resolving the majority of disputes all alone, and being humanitarian on reasonable grounds. As a result, school heads can select the most appropriate conflict management approach for the situation or condition.

Leaders must be able to use reason to provide direction and guidance toward conflict resolution (Smiley, 2018). Rational thinking is a powerful tool for resolving and turning conflicts into opportunities. It enables you to view conflict objectively. Any conflict resolution process requires stepping back and away from the conflict. When you use rational thinking to examine facts, recognize assumptions, and evaluate alternative viewpoints, you view the conflict as an outsider from a different perspective. It enables you to clearly define the goals of resolving the conflict, which sets the stage for an effective resolution (Coughlan, 2018). Although some degree of organizational conflict may be regarded as unavoidable, school heads can take steps to mitigate the negative effects of conflict. The appropriate actions or approaches used will differ depending on the nature and cause of the conflict (Isabu, 2017).

**Administrative experience really matters in conflict management, not necessarily generational age, sex, and educational attainment**

The quantitative data demonstrated that demographics do not influence conflict management styles implying that school heads did not generally consider these variables when deciding how to handle conflicts. This was supported by the qualitative theme demonstrating that generational age, sex, and educational attainment do not influence managing conflict. However, years of administrative experience is a plus factor. The combination of the two results resulted in the meta-inference indicating that administrative experience really matters in conflict management, not necessarily generational age, sex, and educational attainment.

The results suggest that demographic variables do not affect the kind of conflict management style being used by the school heads. They do not let such variables, particularly
their age, sex, and educational attainment, dictate how they handle school-related issues. In fact, the qualitative findings explained that the character of the school heads is what matters most, and this depends on the attitude they adopt and the kinds of values they firmly hold. They added that the person's maturity in resolving disagreement is what actually counts. Thus, experience is a plus factor.

The participants believed that learning would come through experience. When one is unaware of his environment, he will eventually learn. He gets better at handling conflicts and making decisions when he holds a position for a long period. Those with less experience may not have taken certain factors into account. As an individual's tenure increases, he can still draw on his prior experiences. Though not everything is constant, he might draw inspiration from what has already occurred. Hence, there is a factor of experience. One can gain knowledge from prior judgments and precedent cases.

The study of Bartlett (2009) revealed that gender, age, and education level had no significant relationships with any of the five conflict management styles. However, as work experience increased, obliging, dominating, and avoiding conflict management styles also increased. Additionally, the study of Meier (2007), as cited in Vestal and Torres (2016), found that schools with more experienced principals reported fewer instances of staff conflict, which may indicate that more experienced principals may be more effective at enabling teachers to work together.

Conclusion
Most of the school heads belonged to the choleric temperament, which is characterized as having a dominant personality. In terms of the five conflict management styles, school heads demonstrated a very great extent of practice in working collaboratively with their colleagues to resolve issues through proactive dialogue until an amicable solution was reached. Additionally, conflict is manageable when paired with reason and experience. It helps when school heads use rational thinking in their approach as it aids in identifying root causes in support of good and innovative resolutions to the problem. Moreover, due to experience, a school leader would demonstrate familiarity and expertise in recurrent school-related conflict situations and develop essential management skills that will guide them in resolving conflicts. Thus, reason and experience are essential factors of conflict management.

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