School Heads' Conflict Resolution Approach and its Influence Among Key Stage 2 Teachers' Social Behavior and Competence

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Abstract

This study is about the influence of school heads' conflict resolution approach to Key stage 2 teachers' social behavior and competence. It involved five (5) sub offices, 52 school heads and 203 teacher-respondents under key stage 2 in the Division of Laguna namely (1) the profile of school (2) the level of school heads conflict resolution approach (3) the level of teachers' social behavior (4) the level of teachers' competence (5) the significant influence in the social behavior of the school head with regards to their profile; (6) the significant influence between the school heads conflict resolution approach to teachers' social behavior; (7) the significant relationship between the school heads conflict resolution approach to teachers' competence and lastly (8) discussion of the significant influence as predictors between school heads conflict resolution approach to teachers' social behavior and competence. The following were the significant findings of the investigation. The profile of the school heads in terms of age, gender, civil status, educational attainment, and position or rank has no significant influence on the teachers' social behavior and competence. Based on the test of difference between the data obtained through ANOVA indicated that the age, gender, civil status, educational attainment, and position/rank are not significant ($p < 0.05$).

Furthermore, the data presented, examined, and interpreted has revealed that the school heads' accommodating degrees were highly evident. The level of teachers' social behavior was found to be very high, along with their evident competence level. The Diversity of Learners Assessment and Reporting, as well as the Learning Environment, were also found to be very high. A significant relationship was observed between the school head's conflict resolution approach and the Self-regulation, Self-resiliency, social awareness, and social skills of teachers' social behavior. This was based on computed r values obtained from tests with a very weak to weak relationship. The p-values obtained were less than the significance alpha 0.05, indicating significance. Therefore, the null hypothesis was rejected, and an alternative was accepted, which suggests a significant relationship between them.

Additionally, the school head's conflict resolution approach was observed to have a significant relationship to the Content Knowledge and Pedagogy, Diversity of Learners/ Assessment and Reporting, and Learning Environment of teachers' competence. From the findings, it can be inferred that there is a significant influence between school heads' conflict resolution approach to Key stage 2 teachers' social behavior and competence.

Based on the conclusions, it was found that there is no significant relationship between school heads' profile and teachers' social behavior and competence, and the null hypothesis is accepted. To help supervisors and principals develop better approaches to resolving conflicts, enhancing their training and seminars is recommended. Lastly, teachers and school heads should establish a positive and inclusive learning environment where all students succeed by cooperating to manage resources, settle disputes, and pursue common objectives.

Keywords: Social behavior, Self-resiliency, Disputes

1. Introduction

The school's success in achieving its goals is a true reflection of the school's excellent leadership practices. An effective conflict resolution approach is critical in creating better and more motivating educational learning environments.

(Morgan, 2020). Conflict impedes the efficient operation of the teaching and learning process; it can result in peaceful harmony between teachers and their school head when it is carefully examined and resolved. They are currently facing challenges they have never faced before. By adopting an adaptive management strategy, school administrators can strengthen their school districts' capacity to withstand potential disruptions brought on by the pandemic.

According to Darling-Hammond (2016), the effectiveness of change at the school level is largely dependent on the abilities and conduct of the teachers. Making the classroom accommodated to the requirements of the pupils is one of the numerous responsibilities of teachers. The teacher-principal relationship is embodied in the dispute resolution strategy used by school heads in day-to-day encounters.

Positive relationships between teachers and coworkers as well as school administrators are intended to boost teachers' self-esteem, increase their motivation, and engage in a variety of extracurricular activities. Teachers have more opportunities to master skills and enhance their conduct because of increased engagement and practice. Furthermore, identifying the root causes of conflicts is critical for expanding a workable problem-solving approach to conflict resolution.

Moreover, in order for school administrators to acknowledge that schools serve as a breeding ground for social and emotional interaction, they must enhance teachers' social conduct and cognitive abilities (Norris, 2015). Schools' foster attitudes, behaviors, and cognitions that lead to the development of positive social interactions and personal wellbeing in addition to the cognitive abilities necessary for academic success.

From the above information, it was therefore imperative for the researcher to conduct a study on school heads conflict resolution approach and its influence on teachers' social behavior and competence with end view that this finding would be a great value to principal, teachers, pupils, and future researchers.

2. Methodology

Descriptive correlational design research was used in this study. A survey form was sent out to teachers and school heads. Teachers evaluated their own social behavior and competence, which is influenced by the conflict resolution approach used by the school head.

A researcher-made questionnaire was the tool used to collect the necessary data and provide a more relevant and instructive evaluation through the use of the descriptive approach. The two-part questionnaire-checklist was the instrument used to collect data. A reliability test was conducted using Cronbach's alpha by university statisticians, and the finished questionnaire was submitted for validation to experts who were Public Schools District Supervisors and Education Program Supervisors for feedback, comments, suggestions, adjustments, and recommendations to improve the research questionnaire.

3. Results and Discussion

The study was conducted to determine the influence of school head conflict resolution approach to teachers' behavior and competence in public elementary schools in the division of Laguna. The presentation of the findings followed the order of the questions enumerated in the problem statement.
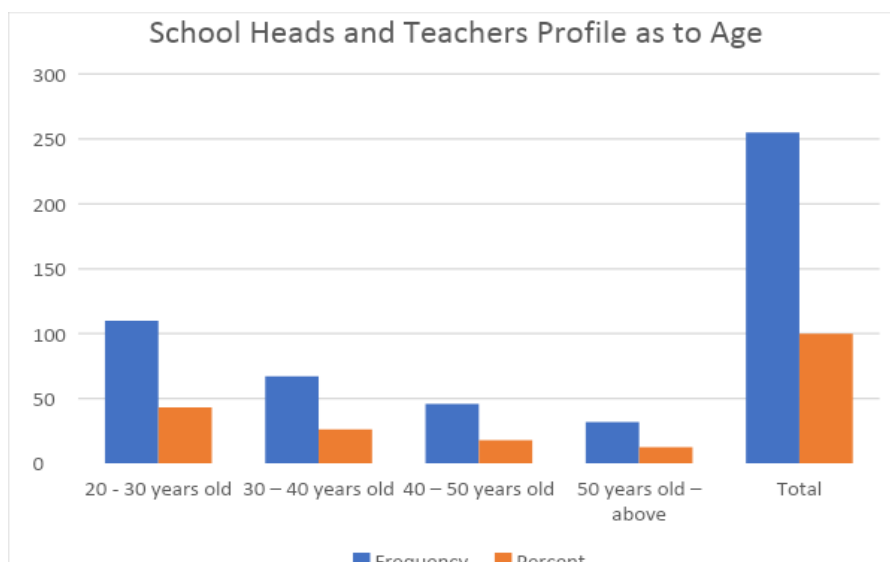
Figure 1. Profile of the School Heads and teachers as to Age

Figure 1 shows the profile of school heads and Key stage 2 teachers with regard to age where age bracket of 20-30 corresponds to 43.1% which is equivalent to 110, while age brackets of 30-40 corresponds to middle age group of the respondents with 26.3% which is equivalent to 67, age bracket 40-50 corresponds to 18.0% which is equivalent to 46 and 50 and above corresponds to the eldest group with 12.5% which is equivalent to 31.

Most of the respondents in this survey are in the 20–25 age range. These are youthful, inexperienced teachers who are adaptable, vivacious, and assertive. It is suggested that these educators will perform satisfactorily if given equal opportunity.
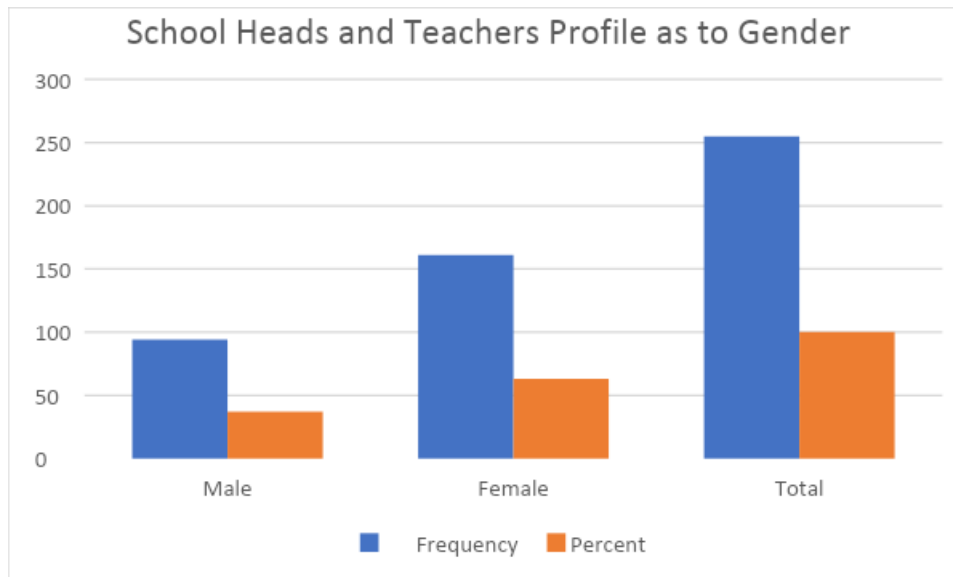

Figure 2. Profile of the School Heads and teachers as to Gender

Figure 2 shows that male respondents were dominated by female respondents with 63.1% equivalent to 161, making the male group equal to 94 which is equivalent to 36.9%.

Conversely, Simpson and Erickson (2015) corroborate similar results and propose that female teachers provide students with more verbal and nonverbal affirmations than do male professors.
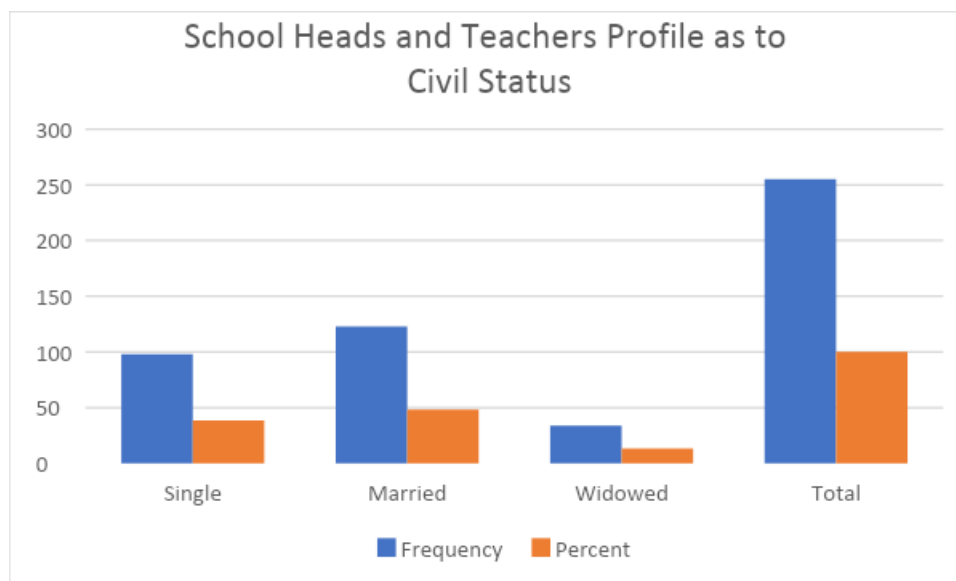

Figure 3. Profile of the School Heads and teachers as to Civil Status

Figure 3 shows the profile of the school heads and teachers in terms of civil status. Married teachers had the greatest number equal to 123 which is equivalent to 48.2% of the respondents, followed by single group with 98 which is equivalent to 38.4% and 34 which is equivalent to 13.3% for the widower.

It makes sense that a married lady with kids and maybe more obligations would regard her profession differently than someone who is single. Instead, women who work for pay are happy in their careers, regardless of whether they are married or not, and this is reflected in the way they perform. Workers are frequently viewed as being uncreative, rigid, reluctant to change, and
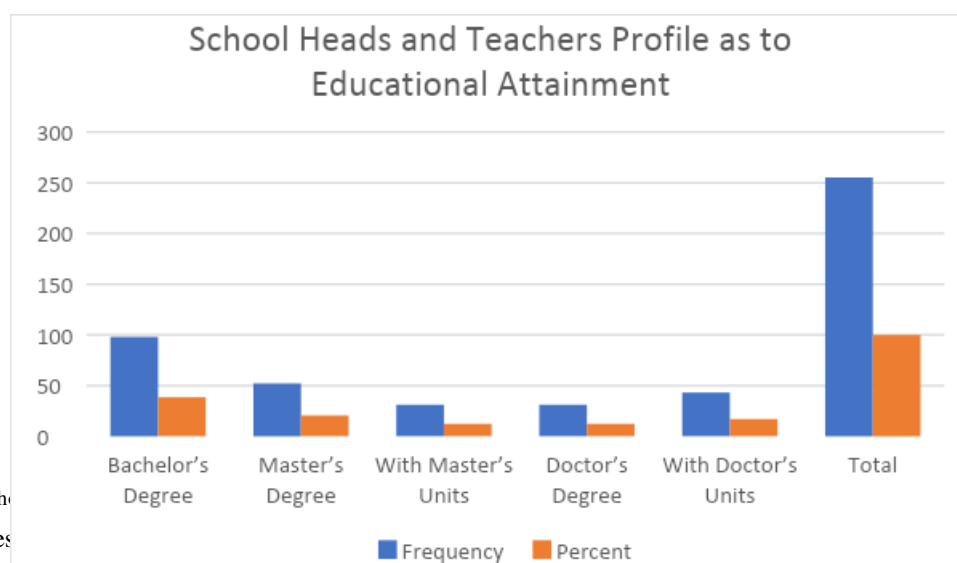
incapable of handling stressful conditions.

Figure 4. Profile of the Sch...

Figure 4 pres... e 98 or 38.4% are graduates of 4 years course, 52 or 20.4 are Masters' degree graduate, 31 or 12.2% are graduate of 4 years course with masters' units, also, 31 or 12.2 are Doctors' degree graduate and lastly, 43 or 16.9 are master of arts graduates with doctoral units.
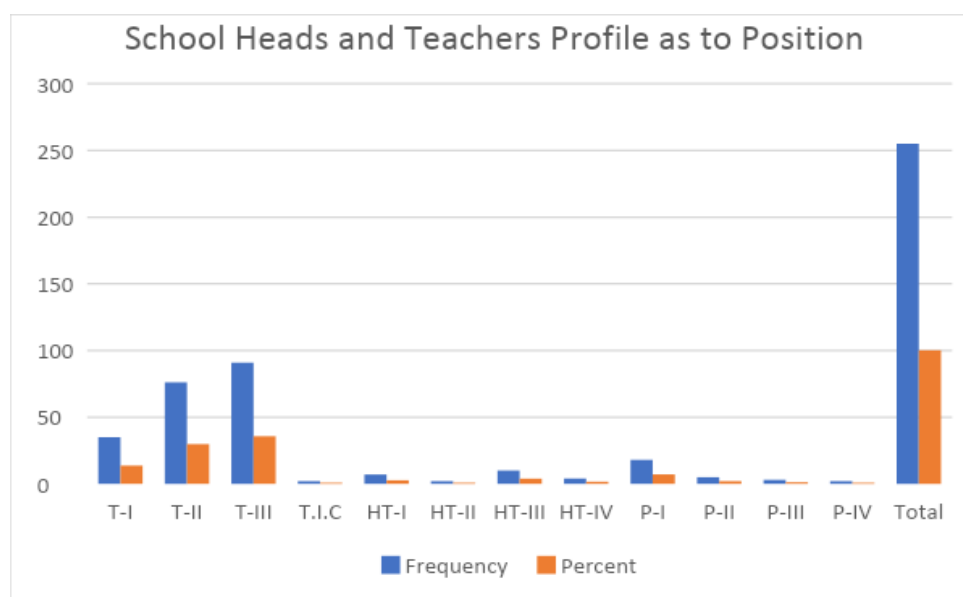

Figure 5. Profile of the School Heads and teachers as to Position/Rank

Figure 5 shows the school heads and teachers' frequency and percentage in terms of their rank or position. 35 or 13.7% are Teacher I, 76 or 29.8% are Teacher II, 91 or 35.7% are Teacher III, 2 or 0.8 percent are Teacher in Charge. While there are 7 or 2.7% are Head Teacher I, 2 or 0.8% are Head Teacher II, 10 or 3.9% are Head Teacher III and 4 or 1.6% are Head Teacher IV. Lastly, there are 18 or 7.1% are Principal I, 5 or 2.0% are Principal II, 3 or 1.2% are Principal III and 2 or 0.8 are Principal IV. Years of teaching experience is one teacher attribute that is frequently taken into account in relation to school head accomplishment.

4. Conclusion and Recommendation

Based on the findings, the following conclusions were drawn.

1. There is no significant relationship between school heads profile in terms of age, gender, civil status, educational attainment and position or rank to teachers' social behavior and competence, and the null hypothesis is accepted.www.ijrp.org

2. There is a significant influence between school heads' conflict resolution approach in terms of accommodating, collaborating, competing, compromising, and withdrawing to teachers' social behavior in terms of self-resiliency, self-regulation, social awareness and social skills and the null hypothesis is rejected. Meanwhile, self-awareness is the only

independent variable that appears to have no significant influence in school heads conflict resolution approach. This implies that teachers' social behavior in terms of self-awareness starts from the assumption that, at any given time, attention may be focused on the self or on the environment, but not on both at the same time.

3. There is a significant influence in school heads conflict resolution approach to teachers' competence, and the null hypothesis is rejected

The researcher recommends that the Division Superintendent may have practical implications for leadership development and conflict resolution instruction in educational settings. It implies that additional abilities or elements would need to be stressed when teaching school heads conflict resolution techniques, even though encouraging self-awareness is still crucial for both professional and personal development. These could include empathy, power dynamics knowledge, communication abilities, or conflict resolution methods. Also, School heads should avoid allowing their personal conflicts or preferences to influence their choice because this can make resolving conflicts within the school more challenging. Teaching and learning are impacted by conflict in both the short and long term, and educators, parents, school administrators, students, and the community should be informed of these effects.

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