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CONFLICTS AND RESOLUTIONS OF SCHOOL ADMINISTRATORS: BASIS FOR INNOVATIVE ADMINISTRATIVE PROGRAM

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Abstract

The role of a school administrator is highly significant in the success of an educational institution. Among of the key responsibilities of school managers, some include shaping a vision of academic success of students; creating a climate hospitable to education; cultivating leadership in others; improving instruction; and managing data, people, and processes. Because so much is being asked of those in leadership positions, it should be acknowledged that they also need support in order to do their jobs more effectively. It is also crucial to study the challenges that the administrators face related to their key positions in order to formulate innovative administrative programs that enhance their professional development.

This study particularly dealt on the conflicts or challenges faced by school administrators in the two districts of Urdaneta City Division, Urdaneta City, Philippines. It also sought to understand the resolutions that they have undergone to minimize the conflicts they have experienced.

The descriptive method of research was used and the questionnaire checklist was used in gathering data. The frequency counts, percentages, weighted mean, average point and ANOVA (Analysis of Variance) were the statistical tools used in the analysis of data and the Coded Pearson Product-Moment Correlation Coefficient (r) was used.

Based on the results of the study, the findings on the profile of the subjects of the study include; 95% of the respondents are 35 years old & above, 77.8% are female, 91.9% are married, 68.9% are finished in their graduate studies, 62.2% have been school managers for 6 or more years, 91.1% supervise at least 6 teachers, and more than 82.2% have attended relevant trainings in the district, division, regional, and national level but none attended in a seminar in the international level.

It was also found that these school administrators encountered moderately serious conflicts along Work Requirements (WM = 3.08) Relationship with Co-School Manager (WM = 2.91), Relationship with Higher Authorities (WM = 2.89), Relationship with External Stakeholders (WM = 2.99) and Disaster Preparedness Management (WM = 3.03). This finding shows that the school managers have least conflicts of Relationship with Higher Authorities. This could be attributed to the fact that school manager should deal smoothly with higher authorities because they are their superiors. Good relationship with higher authorities heightens morale and self-confidence needed in successful accomplishments of goals. However, the school managers' greatest problem is along Work Requirements. As expected, school managers have varied roles and responsibilities and hence good time management is needed to lessen this problem.

The resolutions implemented by the school administrators in dealing with the conflicts they encountered have an overall weighted mean of 2.63 which can be interpreted as moderately implemented. Hence, there is a great need to improve the conflict management practices of the said school managers in order to make sure that they can deal properly with the different conflicts that they face.

It can also be gleaned from the results of the study that there are no significant relationships between the degree of seriousness of the conflicts experienced and the level of implementation of the resolutions applied. Thus, in this case, the degree of seriousness of the conflicts experienced by the respondents does not depend on the level of implementation of the resolutions they apply. This may be due to the fact that the level of implementation of the school administrators of the conflict resolutions is not that intensive. Hence, the strategies and coping mechanisms of these school managers should be improved, strengthened and intensified to see its effect to problem management.

There are also no significant differences in the respondents' degree of seriousness of the conflicts experienced when they are grouped according to their profile variables. This means that the degree of seriousness of the conflicts experienced by the school administrators does not vary based on their profile.

Finally, some strategies were drawn by the researcher to enhance the conflict resolution of school administrators along the different areas which include a) Execute in-service trainings and seminar-workshops along conflict management with video presentations; b) Encourage, motivate and inspire school managers to conduct researches along Relationship with Co-school Managers to improve interpersonal relationship and organize team building activities to promote camaraderie among colleagues; c) Conduct regular trainings on current management and leadership concerns, specifically discussing the Code of Ethics of Professional Teachers; d) Administer open forums on management practices along public relationship with external stakeholders through community assemblies with Parent-Teacher Association (PTA) officials, community people and non-government organizations; and e) Carry on massive information dissemination on the strategies to minimize the risks and hazards of disasters among parents, teachers and students using interactive gadgets and tools.

Keywords: Conflicts, Resolutions, Administrative Program

1. Background of the Study

The school administrators have a very crucial responsibility in the success of an academic organization. In terms of leadership and decision making, the decisions that school leaders make and how they make them have a direct impact on working conditions. Some teachers often complain that decisions affecting them are usually made without their knowledge, hence, school leaders need to involve teachers in making decisions such as those involve staff in departmental scheduling, student scheduling and duty assignments (Price, 2003).

The school administrator, as the designated leader of the school must be responsible for encouraging and stimulating activities that will help the teachers improve teaching-learning situation. A leader is the driving force behind the organizational development. Opportunities are placed within his reach. Leadership is an x factor in good management. It is the elusive quality of management that inspires others to perform. It is a quality of a school administrator which enables him to influence others to accept his direction freely or willingly.

School managers have different role and functions in the unending educational process. They are strong agents to attain quality education. To merit quality education is to have quality school managers. If a quality leader is to be improved, then special attention should also be focused on their problems and coping mechanisms. For, to be a school manager “requires extraordinary qualities, traits, values, attitudes and behavior to have a strong image.”

It is widely acknowledged that some school managers encountered difficulties and problems which need much attention. As they face the challenge of the administrative position, they make the necessary adjustments to cope up with the demands of the job. There are challenges which require them to make adaptation to the educational environment. There is then a need to assist these school managers so they may be able to effectively respond to the demands of their work and to the educational institutions.

School managers are the vital leaders of educational institutions. They are the prime movers in the school organization in which they lead. They are the person who possesses leadership skills to attain the objectives of quality education that is to produce productive individuals and responsible citizens of the country.

Cognizant of the aforementioned prevailing issues and conditions that school managers face are the conflicts they face towards their work requirements, relationship with co-school managers, relations with the profession, relationship with higher authorities and relation with external stakeholders, there is a need for conflict resolutions to be employed. Thus, this researcher is led to believe that there is a need to conduct a research that would be used as a basis for improvement geared towards the welfare of the school managers as they go through their administrative and management functions.

This research looked into the conflicts encountered and resolutions by school administrators' basis for innovative administrative programs in the Division of Urdaneta City SY 2013-2014. Particularly, this study focused on the investigation of the level of problems encountered and coping mechanisms of school managers. Problem No. 1 dealt with the profile variables, in terms of age, sex, civil status, educational attainment, years of service as school administrator, number of teachers supervised and relevant trainings. Problem No. 2 dealt with the conflicts encountered by the school administrators along the areas of work requirements, relationship with co-school administrators, relationship with higher authorities, relationship with external stakeholders and disaster preparedness management. Problem No. 3 focused on the level of resolutions practiced by school administrators in dealing with their encountered conflicts. Problem No. 4 determined the significant differences in the level of seriousness of the conflicts encountered by the school administrators. Problem No. 5 determined significant relationship between the conflicts encountered and the resolutions practiced by the school administrators.

2. Review of Related Literature and Studies

This chapter presents the literature and studies which had some bearing on this study. They consisted of summaries of concepts, theories, principles and empirical data that were used as background and basis for the construct, namely: functions of school managers. Considering the importance of academic leadership supervision and administration management and the dearth of research studies conducted in the Philippines on this particular area is this both interesting and intriguing. The available studies were mostly on the management competence supervisory responsibilities and handling management problems of school administrators. These were, of course, relevant to this study.

According to Chemers (2004), the making of an effective school or educational system depends on an effective management or administration team. The good leadership or management of a school head or administrator is critical in building effective schools. The educational system is coined as the common denominator for attaining national development and economic progress, hence, a bulk of the responsibility is laid down to school managers in order to achieve these goals.

Some forms of adaptive coping include proactive coping, social coping and meaning-focused coping. Proactive coping involves anticipating what the stress will be like and preparing for it (Brannon, 2009). Social coping involves seeking the support of others. 1) Esteem support, whereby other people increase one's own self esteem; 2) Informational support, whereby other people are available to offer advice; 3) Social companionship which involves support through activities; 4) Instrumental support which involves physical help. Coping comes with a search for meaning. Finding meaning amidst a stressful situation involves a search to understand the implications of the experience.

Ogden (2004) has also categorized coping into forms: (1) appraisal focused coping (2) problem-focused coping and (3) emotion-focused coping. Appraisal focused coping entails attempts to redefining the way we think by for instance, avoidance or denial or looking at the situation in a positive way. Problem-focused coping involves confronting the cause of the problem. For instance, seeking information and support about a physical illness is a type of problem-focused coping. Emotion-focused coping is associated with efforts to maintain hope, vent feelings of despair or anger and accept the situation.

The related literature discussed the presence of problems in the work environment, the factors contributing to it and the coping strategies employed to manage it. Meanwhile individual sources of problems include traits, personality type and susceptibility or resistance to problems. Likewise, coping may be classified as organizational and individual which could be used in dealing with problems.

The study of Paterno (2006) and the present study are similar because they both deal with problems of school heads. However, the present study focused on the personal relationship, professional and work requirements of teachers while the latter study made-use of personnel relationship only, and used newly appointed school heads as respondents. In addition, the study of Ibarra (2004), mentioned that there are common problems in all fields of endeavor, specifically in changes and innovations problems exist in the work place, while the present study deals on school managers problems of the public schools. The present study is similar to the study of Catubay (2013), Herrera (2012), Cabarteja (2012) they focus on conflicts encountered by the school administrators in the implementation of programs, innovations and projects.

3.Theoretical Framework

It is widely accepted that the school administrators are leaders who provide teachers with continuing guidance and support on various instructional and managerial aspects of the learning environment. They give advice to teachers in all dimensions of professional concerns, as well as other areas that help enhance and enrich the qualities of educational services. The school administrators occupy a position of pervasive influence that affect the way they act, work and perform may significantly affect school performance. As some people say, where the school head goes, so goes the school.

According to the Theory of Transformational Leadership, people will follow a person who inspires them. A person with vision and passion can achieve great things. The way to get things done is by injecting enthusiasm and energy. Working for a transformational leader can be a wonderful and uplifting experience. They put energy into everything. They care about you and want you to succeed.

4. Research Methodology

The descriptive correlation method of research was used in this study. It is the most appropriate method to use in order to answer the specific problems raised in this study. Weirsmas 2000 cited that descriptive research involves description, recording, analysis and interpretation of the nature of the processes. This study delved into the profile of the school administrators, conflicts encountered, and the conflict resolutions implemented. The correlation dimension of the study involved the description and analysis of the difference between the respondents profile variables and their level of seriousness of problems encountered.

The respondents of the study were all public elementary school administrators of the two districts of Urdaneta City Division SY 2013-2014. To validate the instrument, it was tried on ten (10) public school administrators of Pangasinan II Division who will not be included as respondents. The objective of the validation was to ascertain that every question was clearly understood and within their actual experience of the respondents. This is to ensure that the respondents would not find difficulty in answering the questionnaire and the data to be gathered would be valid and reliable. After the pooled judgment of the adviser and all the evaluators final copies will be reproduced for distribution to the respondents. A cover letter was prepared to invite the attention of the respondents on the purpose of the questionnaire and an assurance that their responses will be treated confidential.

Before administering, the research instrument permission was secured from the School's Division Superintendent and Public Schools District Supervisors. The researcher personally distributed the questionnaire to the respondents who are selected. Likewise, the researcher retrieves the questionnaire. The data collected were kept confidential by the researcher to ensure the highest degree of objectivity of responses.

The data to be gathered from the questionnaire was subjected to appropriate statistical tools to answer the specific problems of the study. To determine the profile of the school managers of public elementary schools, frequency counts and percentages were used; to determine the level of seriousness of conflicts of the school administrators of the public elementary school managers across the different areas of concern, weighted mean was used. To determine the extent of use of the conflict resolutions of school administrators in the different areas of concern, weighted mean was also used. To answer problem number four on the significant differences in the level of seriousness of the conflicts encountered by the school administrators the Analysis of Variance (ANOVA) and t -test were used. Finally, in determining the relationship between the conflicts and resolutions, the Pearson Product-Moment Correlation Coefficient (r) was used.

5. Presentation, Analysis and Interpretation of Data

More specifically, it presents the profile of school managers, problems encountered, coping mechanisms and differences in the respondents' level of problems encountered and their profile and the relationship between the problems encountered and coping mechanisms.

The presentation of the respondents' profile is to provide and describe the background information about them as participants of this study. These variables are age, sex, civil status, educational attainment, years of service as school manager, number of teachers supervised and relevant trainings.

Table 1: Distribution of the Respondents' Profile (n = 45)

Profile Variable	Categories	Frequency	Percentage
Age	30 – 34	1	2.2
	35 and above	44	97.8
Sex	Male	10	22.2
	Female	35	77.8
Civil Status	Single	3	6.7
	Married	41	91.1
	Widowed/Widower	1	2.2
Highest Educational Attainment	With M. A. units	14	31.1
	Graduate of a Master's Degree	9	20.0
	With Doctoral Units	12	26.7
	Doctor's Degree	10	22.2
Years of Service as School Manager	Less than 1 year	3	6.7
	1 – 5 years	14	31.1
	6 – 10 years	10	22.2
Number of Teachers Supervised	More than 10 years	18	40.0
	5 and below	4	8.9
	6 – 10	18	40.0
Relevant Trainings Attended	11 – 15	12	26.7
	16 and above	11	24.4
	District	37	82.2
	Division	38	84.4
	Regional	37	82.2
	National	39	86.7

Based on table 1, majority of the respondents belong to the age bracket of 35 and above years, female, married and mostly with Master of Arts Units, 14 or 31.0 percent of them. Majority have 1-5 years' service as school manager, and have 6-10 teachers supervised which is 18 or 40.0 percent. Most of them have attended trainings at various levels.

Table 2: Summary of Conflicts Encountered by the Respondents

Indicators	WM	DE
A. Along Work Requirements	3.08	Moderately Serious
B. Along their Relationship with Co-School Administrators	2.91	Moderately Serious
C. Along their Relationship with Higher Authorities	2.89	Moderately Serious
D. Along their Relationship with External Stakeholders	2.99	Moderately Serious
E. Along their Disaster Preparedness Management	3.03	Moderately Serious

Overall Weighted Mean along the Five Areas	2.98	Moderately Serious
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Legend:

Mean Scale	Descriptive Equivalent (DE)
4.50 – 5.00	Very Serious (VS)
3.50 – 4.49	Serious (S)
2.50 – 3.49	Moderately Serious (MS)
1.50 – 2.49	Fairly Serious (FS)
1.00 – 1.49	Not Serious (NS)

As shown on the table, the ratings of the school administrators are “moderately serious”. All the five areas got a rating of “moderately serious” that is 2.98. Among the five indicators, it turned out that relationship with higher authorities has the lowest mean of 2.89 “described as “moderately serious”. This finding manifest that the school administrators have less problems along this area. This could be attributed to the fact that school manager should deal smoothly with higher authorities because they are their superiors. Good relationship with higher authorities heightens morale and self-confidence needed in successful accomplishments of goals. The indicator with the highest mean is work requirements with weighted mean of 3.08 described as “moderately serious”. This means the school managers have more problems in these areas. As expected, school managers have varied roles and responsibilities. There are times overlapping of activities is a big problem. Generally, the school managers are encountering problems to a “moderately serious” level. Despite these problems encountered, there are others which could be considered as obstacle or barriers in the performance of their job. These findings indicate that there is plenty of room for improvement on the part of the school manager respondents on problems encountered.

The conflict resolutions used by the school administrators were determined and examined to better comprehend their ability to deal with problems. These were classified as conflict resolutions along work requirements, relationship with co-school managers, relationship with higher authorities, relationship with external stakeholders and disaster preparedness management.

Table 3: Conflict Resolutions Practiced by the Respondents

A. Along Work Requirements	WM	DE
1. Putting by faith in God when bad situation arises.	3.07	Moderately Practiced
2. Soliciting financial support from civic-spirited people to come up with technological innovations.	3.27	Moderately Practiced
3. Managing my time efficiently to cope-up with my tight schedules.	3.18	Moderately Practiced
4. Establishing good relationships with personnel having undesirable behaviors.	3.11	Moderately Practiced
5. Holding LAC-Sessions to discuss matters on conflicts, critical decision makings, negative attitudes and motivations.	2.93	Moderately Practiced
Overall Weighted Mean	3.11	Moderately Practiced
B. Along their Relationship with Co-School Administrators	WM	DE
1. Airing my problems to my co-school administrators.	2.93	Moderately

2. Having a friendly relationship with them.	2.96	Practiced Moderately Practiced
3. Having confidence in my own abilities.	2.82	Moderately Practiced
4. Proper time scheduling in making and submitting needed forms.	2.91	Moderately Practiced
5. Keeping myself relax by having pastimes.	2.87	Moderately Practiced
Overall Weighted Mean	2.90	Moderately Practiced
C. Along their Relationship with Higher Authorities		DE
1. Believing in my own strengths and weaknesses in supporting school programs.	2.09	Slightly Practiced
2. Referring to higher authorities' complaints and grievances.	2.53	Moderately Practiced
3. Being open with my supervisor about negative things in my work.	2.53	Moderately Practiced
4. Dealing my unpleasant experiences about my work in a diary or journal.	2.73	Moderately Practiced
5. Establishing sound relationship with my supervisors.	2.16	Slightly Practiced
Overall Weighted Mean	2.41	Slightly Practiced
D. Along their Relationship with External Stakeholders		
1. Holding of regular PTA meetings.	2.24	Slightly Practiced
2. Recognizing civic-spirited citizens during school programs by giving awards.	2.31	Slightly Practiced
3. Involving the community people in planning school activities.	2.38	Slightly Practiced
4. Establishing good public relations.	2.11	Slightly Practiced
5. Explore possibilities for connections who could help in the school improvement.	2.18	Slightly Practiced
E. Along their Disaster Preparedness Management		
1. Checking major search websites regularly for latest updates on disaster risks management.	2.53	Moderately Practiced
2. Attending in-service trainings on disaster management.	2.52	Moderately Practiced
3. Establishing sound relationship with local officials for provisions of adequate facilities.	2.51	Moderately Practiced
4. Exerting more efforts in reading books and journals to keep myself abreast with current trends.	2.41	Slightly Practiced
5. Discussing the "bayanihan spirit" during community assemblies.	2.36	Slightly Practiced
Overall Weighted Mean	2.47	Slightly Practiced
Overall Weighted Mean along the Five Areas	2.63	Moderately Practiced

Legend:

Mean Scale	Descriptive Equivalent (DE)
4.50 – 5.00	Highly Practiced (HP)
3.50 – 4.49	Practiced (P)

2.50 – 3.49	Moderately Practiced (MP)
1.50 – 2.49	Slightly Practiced (SP)
1.00 – 1.49	Not Practiced (NP)

As shown in the data presented, it revealed that among the five areas of concern, it turned out that the area of along work requirement has the highest weighted mean 3.11 “moderately practiced” while the area of relationship with external stakeholders was the lowest mean 2.24 “slightly practiced”. This finding manifest that the conflict resolutions of the school administrators along work requirement shows that they are more practicing conflict resolutions in this area than using conflict resolutions along relationship with external stakeholders.

Table 4: t-Test and ANOVA Results Showing the Differences in the Conflicts Encountered by the Respondents across their Profile Variables

Profile Variables	F value or t value	Sig.	Remarks
Age	t = .960	.342	Not Significant
Sex	t = -.015	.280	Not Significant
Civil Status	F = .050	.952	Not Significant
Highest Educational Attainment	F = .488	.693	Not Significant
Years of Service as a School Manager	F = 1.193	.324	Not Significant
Number of Teachers Supervised	F = .717	.547	Not Significant
Relevant Trainings Attended	F = .847	.476	Not Significant

Table 4 shows the differences on the extent of school managers’ conflicts encountered across their profile variables. It can be discerned from the table that the school administrators are comparable in all areas of problems encountered across all of their profile variables. Therefore, the null hypothesis that there are no significant differences on the problems encountered by the school managers is accepted at a .05 level of significance. In other words, all of the respondents’ profile variables do not affect the school administrators on problems encountered. These results imply that the school managers do not vary or they are comparable on the problems encountered with regard to all of their profile variables.

This findings of the study is in contrary with the study of Herrera (2012) when she pointed out that the human management practices of school administrators was significantly associated with sex. She further stressed that civil status could be used as a basis in the kind of behavior a person may have in doing his work.

The study of Carino (2004) confirms these findings when she mentioned that length of service as school principal does not affect their supervisory and administrative skills. She further stressed that the leadership skills does not depend solely on their length of service, but rest on the application of skills and knowledge which geared towards the attainment of their goals and objectives in the educational system. In contrast, Catubay (2013) pointed out that school managers with many trainings attended are experts in their management in K to 12 Basic Education Program. As such, the more relevant trainings attended by the school managers, the more competent and innovative they are, in terms of their performance of their tasks.

Table 5: Pearson Correlation Results Showing the Relationship between the Problems Encountered by the Respondents and their Coping Mechanisms

Correlated Variables	N	Pearson Correlation	Sig. (2-tailed)	Remarks
Coping Mechanism Versus Problems Encountered	45	-.285	.057	Not Significant

This study further determined the relationship between the conflicts encountered by the respondents and their conflict resolutions implemented. Table 5 shows the data on such correlation. It can be observed from the table that no significant relationships exist. This means that conflict resolutions implemented by the school managers and their conflicts encountered do not have any relationships. Another way of putting it is that, school administrators' encountered conflicts along work requirements, relationship with co-school managers, relationship with higher authorities, relationship with external stakeholders and disaster preparedness management are not at all dependent on the coping mechanisms that they have used. Therefore, the null hypothesis that there are no significant relationship between the resolutions and conflicts encountered is accepted.

To maintain the quality of education, talents, abilities and skills in resolving conflicts and problems of school administrators must be fully developed. The researcher determined the level of conflicts encountered and resolutions applied in dealing with these. In order to appropriately respond to the needs and demands of effective management, school administrators have to operate and perform their functions and roles based on pre-determined standards. The school administrator is expected to undertake self-evaluation, formulate their own improvement plans and strategies to improve the operation of the school system he is managing.

Finally, in terms of the proposed innovative administrative program, some strategies were drawn by the researcher to enhance the conflict resolution of school administrators along the different areas. These include a) Execute in-service trainings and seminar-workshops along conflict management with video presentations; b) Encourage, motivate and inspire school managers to conduct researches along Relationship with Co-school Managers to improve interpersonal relationship and organize team building activities to promote camaraderie among colleagues; c) Conduct regular trainings on current management and leadership concerns, specifically discussing the Code of Ethics of Professional Teachers; d) Administer open forums on management practices along public relationship with external stakeholders through community assemblies with Parent-Teacher Association (PTA) officials, community people and non-government organizations; and e) Carry on massive information dissemination on the strategies to minimize the risks and hazards of disasters among parents, teachers, and students using interactive gadgets and tools.

Conclusions and Recommendations

The following are the conclusions drawn from the findings of this study:

1. The respondents vary in their profiles. They are educationally qualified, have few years of experience as school managers and attended a number of in-service trainings at various levels.
2. The school administrators experienced “moderately serious” conflicts along the different areas of the focus of the study.
3. The respondents’ level of conflict resolutions in dealing with the conflicts encountered is “moderately practiced”.
4. The level of conflicts encountered by the school administrators do not significantly differ when grouped according to their profile variables.
5. The level of conflict resolution is not significantly related to the problems encountered by the school administrators.

Based on the findings and conclusions derived from the study, the following recommendations are hereby presented:

1. The school managers who have not finished their master’s and doctorate degrees should be encouraged to finish their graduate studies.
2. Training programs should be designed and implemented to lessen conflicts encountered. The concerned school administrators who experienced “moderately serious” problems should upgrade their competencies on solving problems and make it “slightly serious” or “not serious”.
3. School administrators may use other conflict resolutions in dealing with problems to make the “moderately practiced” into “highly practiced”.
4. Other studies on conflicts encountered and conflict resolution strategies using other variables and in a wider scope is strongly recommended.

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Appendix: Questionnaire for Public Elementary School Administrators

Part I: Profile

1. Sex: _____
2. Age: _____
3. Civil Status: _____
4. Highest Educational Attainment: _____
5. Years of Service as School Manager: _____
6. Number of Teachers Supervised: _____
7. Relevant Training's Attended _____

Part II. Conflicts of Public Elementary School Administrators

The following have been experienced to be potential sources of conflicts at work. Conflicts are situations you find difficult to cope with, resulting in your feeling worried and anxious. After reading carefully each item, please indicate the degree of seriousness of your conflicts by checking the number corresponding to your answer using the rating scales below:

A = Very Serious; B = Serious; C = Moderately Serious; D = Fairly Serious; E = Not Serious

Indicators	A	B	C	D	E
A. Along Work Requirements <i>As a school administrator I find difficulty in...</i>					
1. coping with technological innovations due to lack of financial resources.					
2. motivating my teachers to pursue graduate studies.					
3. eradicating the negative values of the teacher towards commitment, honesty, punctuality.					
4. submitting on time needed and required reports.					
5. controlling the undesirable behaviors of school personnel.					
6. making decisions on critical issues concerning school matters.					
7. avoiding conflict among teachers.					
8. encouraging teachers to use high-tech instructional materials.					
9. sourcing of funds for school repair and improvements.					
10. airing my likes and dislikes about my work to higher authorities.					
B. Along their Relationship with Co-School Administrators <i>As a school administrator I find difficulty in...</i>					
1. teaching based on the Teachers Manual and Guides.					
2. requiring me to deliver more than 8 hours stay in school related work.					
3. conducting Action Researches.					
4. having preoccupied and overload with other curriculum activities.					
5. having additional work to perform teaching without compensation.					
6. requiring me to report to school on Saturdays and Sundays.					
7. requiring to make and submit reports on due time.					
8. requiring me to attend in-service trainings at my own expense.					
9. requiring me to be in school 15 minutes before the official time.					
10. evaluating the academic performance of pupils through test.					
C. Along their Relationship with Higher Authorities <i>As a school administrator I find difficulty in...</i>					
1. supporting school programs projects and policies and faithfully carries them out.					
2. engaging in academic interaction with school authorities during meeting and conferences.					
3. consulting school authorities for solutions of school problems.					

4. presenting complaints and grievances within acceptable democratic practices without jeopardizing the honor of the school authorities.					
5. referring to higher authorities matters concerning current issues.					
6. maintaining good, positive relations with higher authorities.					
7. having sense of usefulness and purpose.					
8. discussing my feeling with my supervisor about negative things in my work.					
9. dealing my negative feeling about my work in diary or journal.					
10. asking permission to enroll in graduate studies and attending in-service trainings to develop my skills and competencies and to widen my horizon.					
D. Along their Relationship with External Stakeholders <i>As a school administrator I find difficulty in...</i>					
1. motivating stakeholders to actively participate on school programs and projects.					
2. having a sound relationship with politicians.					
3. soliciting financial support for extra-curricular activities of the school.					
4. discussing my feelings about negative things observed and done in the school.					
5. having confidence in dealing with parents of learners with poor study habits.					
6. developing friendly relationship with people having undesirable values and behaviors.					
7. discussing about the K to 12 basic education program.					
8. calling for a PTA meeting.					
9. securing protection against vandals and drug addicts.					
10. minimizing intruders and gate crushers during vacations.					
E. Along their Disaster Preparedness Management <i>As a school administrator I find difficulty in...</i>					
1. inadequate orientation on Disaster Risks Reduction Management among personnel.					
2. lack of set guidelines for the suspension of classes.					
3. inadequate disaster drills among school personnel.					
4. lack of plan in the arrangement of classrooms for avoiding overcrowding of evacuees.					
5. inadequate facilities and equipments for evacuees.					
6. lack of monitoring mechanisms for avoiding vandalism by evacuees.					
7. absence of a contingency plan for disposal of garbage after calamities.					
8. lack of "bayanihan" group system for caring the evacuees.					
9. absence of a policy requiring evacuees to leave the school premises as soon as calamity is over.					
10. non-operation of community officials to provide school safety during calamities.					