



OCCUPATIONAL CHALLENGES AMONG 21ST CENTURY HEI'S ADMINISTRATORS: BASIS FOR ASEAN CONNECTIVITY 2025

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ABSTRACT

Of the three (3) ASEAN connectivities, people to people connectivity is one relevant area in view of an effective management of our higher education institutions. This study reveals the day –to-day scenarios obtaining among HEIs 21st century administrators in regard to their occupational conflicts or problems encountered in their respective workplaces. The coverage of the study (2016) includes 36 administrators (that is, college deans, associate deans, program heads/chairmen) in both private and public SUCs. Through a sampling procedure- the Purposive Random Sampling Procedure-based on Quantitative Research Design by way of survey questionnaire checklist, the findings reveal that 21st middle level administrators, experienced primordially, in their work places the three main sources of conflict such as : individual differences, limited resources, and interdependence; while less in miscommunication and goal incompatibility. This implies that individual differences, among colleagues and subordinates is one major source of conflict in the workplace , for both male and female, young, middle, or older private and public administrators designated as College Deans, Associate Deans, or Department Heads. Findings of the study can be a basis for future policy framing activities in view of the people to people connectivity vision of the ASEAN MASTER PLAN 2025- be it in a localized setting like the Philippines and/or a regional one which involves similar problems encountered by HEIs in all member –states of the ASEAN.

Keywords: Conflict, Workplace, Individual Differences, ASEAN

CHAPTER I INTRODUCTION

Today, in a globalized country like us, workers in their respective fields have to meet certain demands of workloads, most especially in dealing with co-workers or colleagues. Adeyemo (2013) states that decision-making in an institution setting is a revealing mental process for an individual, and is often a sum of many minor decisions. Every factor taken into consideration bears influence in every step of the process, and thus affects the final outcome in a compounded manner. This operation is comparable to the workings of intricate clockwork, wherein the return of every screw and cog determines the performance of the mechanism as a whole. (Adeyemo, 2013)

Coser (1976), asserts that conflict is a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate the rivals. Conflict was definitely viewed as a win-lose situation. (Wilmot, et al, 2001). Conflicts can never be avoided because “ to be alive is to be in conflict” (Tjosvold- Johnson , 1989 as cited in Cruz, 2002). In an organization, there are always conflicts and professional arguments , which are normal in work related situations. Employees in the top management down to the first line managers are always in contact for work related transactions and business. During their constant interactions, it is inevitable that frictions may arise in relation to the subject of discussion. But all these are normal in a workplace, for

an effective and fruitful results of their respective programs and projects. The educational organizations or institutions, by its composition and by its function is one that has been regarded as competent in dealing with its own conflict. And yet it has been seen that this is one organization besets with conflicts and in dire needs of constructive management and resolution. (Espinosa, 1999).

- Janet is a Christian. She respects the right and obligation of each member in the team. Aamir, has to pray five times daily in accordance with his Muslim faith. She avoids scheduling meetings during these times, and makes sure that everyone on the team understands that when he closes his door, Aamir shouldn't be disturbed.

- Sam is from a small town in the southern Mindanao province, a region known for its slow, unhurried business style. His new boss, Mark, is from Makati City, which is known for doing business at the speed of light. Although the two have dramatically different working styles and expectations, they try hard to accommodate one another. Mark accepts that while Sam will always meet his deadlines, he won't answer email at night, during lunch, or on weekends. Sam understands that Mark likes things done as quickly as possible, so he does his best to get his work done before it's due. There are lots of stories mentioned above where conflicts arise due to differences in working styles, attitudes, culture, and other barriers. 21st –century workplaces are often filled with people from different backgrounds, ages, races, sexual orientation, viewpoints and religions. Hence, conflict turns out to be a common scenario. To work well together, it is essential that team members embrace differences with respect and compassion. However, one needs also to know where to draw the line with some behaviors. . As stated by Coronel (2007), educational managers simply do not assume their positions and continue to be efficient and effective without undergoing professional development. In reality, it takes much hard work to learn, to develop, and master the art and science of educational administration. (Coronel, 2007)

Conflict, therefore in the workplace is one area of concerns for administrators to sharpen their decision-making skills because conflicts can exist in many different ways, both in large and small organizations or institutions, like in the following scenarios

Hence, this study.

CHAPTER II THEORETICAL AND CONCEPTUAL FRAMEWORK

This chapter presents a review of the related literature and studies as well as the theoretical and conceptual framework on which the study is anchored.

A. Related Literature

On Nature of Conflict

Conflict happens in the job within families, and right in the middle of our most personal relationship. Conflict is varied. It is all around in our lives, in personal relationship like among couples, brothers and sisters, friends, and co-workers. Conflicts arise naturally in all kinds of settings. On the global scale, nations struggle with one another, both diplomatically and militarily. With the increased globalization of the world's economy, we are all becoming more interdependent with one another (Brown, 1992). Crowding adds to stress, which increases conflict. Packed freeways, crowded cubicles at work, small dorm rooms, crowded parking lots, noise surrounding us at a greater and more pervasive level, and more people everywhere add to the sense of scarcity of space and privacy. Economic realities sometimes lead students back to the parental home when the young adults would like to be on their own, but cannot afford to be quite yet. (Wilmot, et al, 2001).

Societies have always dealt with conflict; no researchers have found completely conflict-free societies. Yet, many of the time honored ways of resolving conflict, which depended on extended, long term ties; respect for authority figures and elders; highly coded, refined ways of ensuring harmony; and local norms no longer carry the power they once did because of mobility and migration. The individual now must learn how to resolve conflict with fewer supports from the culture. Some hopeful changes, such as the community dispute resolution movement, continue to arise, as will discuss. Yet a lot rides on your own personal ability to resolve conflict.

The study of conflict can pay dividends in your personal relationships. If you are an adolescent or a parent of an adolescent, it will come as no surprise to you that it takes about 10 years after an adolescent leaves home for parents and children to negotiate roles that bring them closer to equality than they were in their earlier parent-child relationship (Comstock, 1994). At the heart of this negotiation is the conflict process. The study of conflict can assist in this process of redrawing family boundaries, letting you see which styles backfire, which ones work best, and how much productive power you have available.

Family relationships provide the most intense laboratory for conflict resolution. When students go to college, often they rework their relationships with brothers and sisters, parents, and extended family. You may have a long-standing conflictual relationship with one of your siblings. When you begin to see each other less frequently, the daily irritations may well subside, giving you an opportunity to approach each other differently. Yet, hurts and fights from the past may make it difficult to create a new relationship. The ideas in this book give you some starting places for finding new ground with your families.

Mental health improves with constructive conflict resolution. The National Institute of Mental Health funded a decade of studies of depression as one of the major public health problems of our time (Beach et al 1998). Depression affects one’s personal relationships and results in a million of dollars lost in the workplace due to missed days; then they are the medical and counseling costs. Effective conflict management is one aspect of interpersonal therapy, a well-reserched counseling technique for dealing with depression. When people experience conflicts much of their energy goes to emotion relate to those conflicts. They may be fearful, anger, resentful, hopeless, or strssed. Adding to one’s repertoire for resolving conflicts reduces a common stressor. Inffective resolution of interpersonal dispute adds to depression and hopeless. Eating disorders (Vande broucke et al 1997), physical and psychological abuse of partners (O’Leary ,et al ,1994), and the problem drinking (Murphy and O’Farrell, 1994) are also associated with destructive conflictual environments.

We all know that romantic relationships provide a rigorous test of our skills. Siegert and Stamp (1994) studied the effects of the “ First Big Fight” in dating relationships,noting that some couples survive and prosper, whereas others break up. These communication researchers tell us quite clearly that “ the big difference between the non-survivors and survivors was the way they perceived and handled conflict “. As Wilmont (1995) notes, “ what determines the course of a relationship... is in a large measure determined by how successfully the participants move through conflict episodes”

Conflict Defined

Coser (1976), asserts that conflict is a struggle over values and claims to scarce status,power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate the rivals Conflict was definitely viewed as a win-lose situation. (Wilmot,et al, 2001)

Mack and Snyder (1973) suggested that two parties must be present,along with “ position scarcity “ or “ resource scarcity”, in addition to behaviors that “destroy, injure, thwart or otherwise control another party or parties...the parties can gain (relatively) only at each other’s expense”. All these early social science definitions help us distinguish conflict from simple “ strain“, “disagreement “, or “ controversy “ (Simons 1972 ; Schmidt and Kochan, 1972).

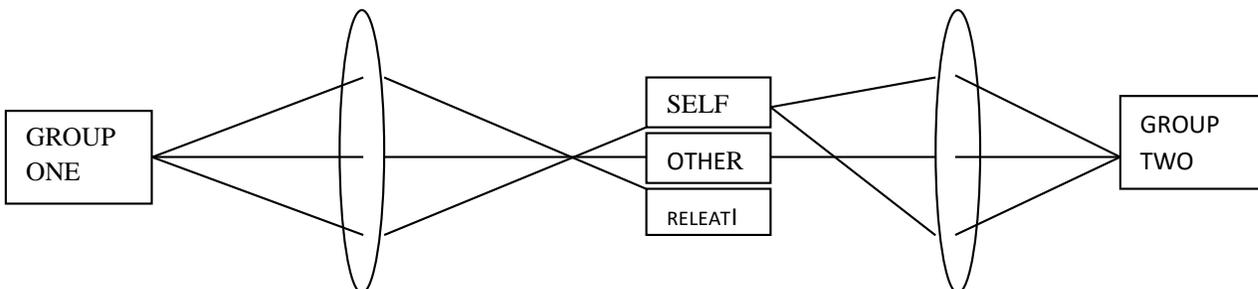
One of the ultimate testing grounds for romantic relationships is marriage. Almost all spouses report “ occasional disagreement” (Bolger at al,1989; Mertz,Rosser, and Strapko,1994). For many spouses, the disagreements maybe very brief, whereas for others,may continue over many days (Bolgers,et al 1989). It is common for partners to have conflicts or disagreements, and in fact, managing conflict is one of the central tasks of maintaining a marriage (Gottman,1994). Gottman found after decades of research on conflict of marriage,that couples who stay together enter the conflict gently, make repairs along the way when they wound each other, avoid criticizing and blaming, and avoid hitting each other where they know it hurts. Even in conflictual interactions, trust must be maintained (1999). Constructive conflict skills can be learned, but many people have never seen these conflict approaches modeled at home... each spouses uses constructive strategies to resolve conflicts (Kurdek,1995).

Models of Conflict

a. The Lens Model of Conflict

Hocker (2001) states that conflict illuminates our unique ways of viewing conflict interactions. While each conflict episode is unique, common elements underlie conflicts. The building blocks of conflicts are represented in a so called Lens Model of Conflict as shown in **figure 1**

Figure 1.0 Lens Model of Hocker



In this illustration, there are only two persons to represent the two conflicting parties. In the lens model, there are two important things in all conflicts, (a) communication behaviors and (b.) the perceptions of those behaviours conflict can be viewed as a view through a lens. The lens model specifies that each person has a view of (1) one self, (2) the other person, (3) the relationship they are conjointly creating. These perceptual pieces form the fundamental “ views” of all conflicts, and combine together to form a mosaic of a particular conflict.

b. Thomans-Kelman Model

Thomas-Kilman Model

The Thomas-Kilmann model was designed by two psychologists, Kenneth Thomas and Ralph Kilmann, to illustrate the options we have when handling conflict. There are two dimensions in the model. The first dimension, the vertical axis, is concerned with conflict responses based on our attempt to get what we want. Thomas and Kilmann call these the Assertiveness options. The other dimension, the horizontal axis, is concerned with responses based on helping others get what they want. Thomas and Kilmann call these the Cooperativeness options. **Figure 2.0** shows the Thomas-Kilman Model.



Figure 2.0
Thomas-Kilman Model

The five (5) options in conflict resolution in Thomas-Kilman Model:

1. **Competing.** The Competing option is at the top left of the model which means you take a wholly assertive and unco-operative approach to resolving the conflict. It means standing up for your rights, defending a position which you believe is correct, or simply trying to beat the other side.
2. **Accommodating.** The Accommodating option is at the bottom right of the model which means you take a wholly unassertive and co-operative approach. This might take the form of selfless generosity or charity, giving in to another person's orders when you would prefer not to, or yielding to another's point of view.
3. **Avoiding.** The Avoiding option is at the bottom left of the model which means you take an unassertive and unco-operative approach to the conflict and don't deal with it. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.
4. **Compromising.** The Compromising option is at the centre of the model because it is both assertive and co-operative but only to some extent. It's the approach of "half a sixpence is better than none". Both sides get something but not everything. It might mean splitting the difference between the two positions, some give and take, or seeking a quick solution in the middle ground.
5. **Collaborating.** The Collaborating option is at the top right of the model and is at the opposite extreme of avoiding. It means being willing to believe that when two parties are at loggerheads, it is possible for both sides to come out with what they want. Collaborating requires developed conflict resolution skills based on mutual respect, a willingness to listen to others, and creativity in finding solutions.

Conflict in the Workplace

Conflicts in the workplace present important challenges that affect career development. Conflict is a stubborn fact of organizational life. (Kolb and Putman,1992).

Rather than seeing conflict as abnormal. Pondy (1992) suggest that we view organizations as arenas for staging conflicts, and managers as both fight promoters who organize bouts and as referees who regulate them.

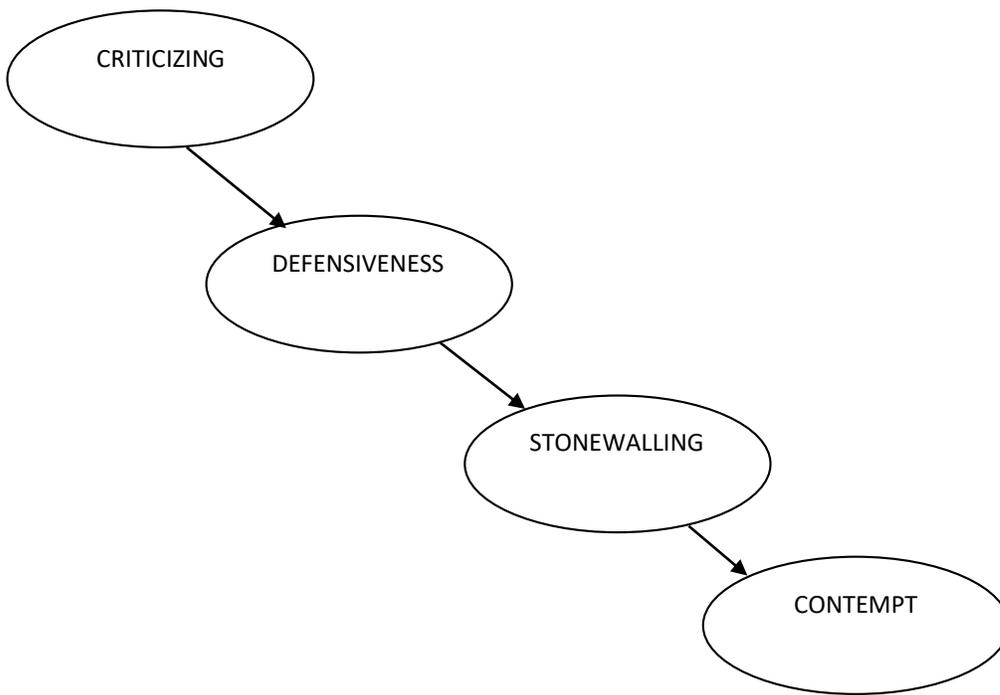


Figure 3.0 shows the four communication practices when conflict arises, Gottman (1999) calls this “ The four horsemen of the Apocalypse”.

Sources of Conflict

According to Robbins (1988) , there are five (5) sources of conflicts and their reasons:

1. **Goal Incompatibility** is a source of conflict because people and departments within an organization do not share the same goals. These divergent goals that exist within organizations create the potential of interunit conflicts.
2. **Structural Relationship** resides in the fact that all organizations are systems composed of interdependent parts. In this interdependency resides the potential for conflicts. In addition, horizontally and vertically differentiated organizations have an authority hierarchy with formalized rules and regulations which are also possible sources of conflict.
3. **Scarce Resources** create conflict because there are not enough resources in the organization to distribute and satisfy the needs of all members. When the distribution of these resources are done on a zero sum basis, the possibility of conflict is even greater.
4. **Communication Distortions** can occur due to semantics, misunderstandings, or noise in communication channels. Some distortions may even be deliberate. Since information can facilitate the attainment of power, individuals may purposely withhold or distort communication. When this done, conflict is likely to increase.
5. **Individual Differences** can be sources of conflicts because people differ in terms of their values, attitudes, expectations, personalities and perceptions. Some personalities are more difficult to work with than others. Also, differences in background, experiences, training and education produce different perception of similar realities. Consequently, conflict is likely to increase.

Conflicts as a result of communication distortion, scarce resources, and individual differences are especially the most sensitive and readily found in the academic community. (Espinosa, 2002)

B. Related Studies

The educational organizations or institutions, by its composition and by its function is one that has been regarded as competent in dealing with its own conflict. And yet it has been seen that this is one organization beset with conflicts and in dire need of constructive management and resolution. (Espinosa, 2002)

Social Scientists who have studied conflict (Condiff 1995; Muldoon 1996) find it worth stressing that conflict management will be increasingly important for organizations in *the future*. This is so because people must continue to change ideas, develop common objectives and make other decisions in concert with others. Moreover, people making up the groves of academe have different backgrounds, perspectives, and responsibilities. Hence, the organizations must provide opportunities for them to discuss their opposing views and integrate them to make satisfactory progress. (Espinosa, 2002).

Conflict expert Brian Muldoon (1996) said: “Conflicts persist because no one wants to face them head on.” He added that we live in dangerous times and can no longer afford to leave the business of conflict resolution with the police or the court. All of us must take direct responsibility for managing conflict in our lives because we can no longer expect someone else to take of. And there is no better place to start than the academe, according to Thomas Lickona (1992). Schools inevitably teach good or bad values in everything they do. Teachers can help children develop problem solving competence by structuring situations where they have to take more of the responsibility for solving conflicts.

Levels of Conflict

Lampauog-Perez (1996) discusses four (4) levels of conflict. These are :

- 1.) Intrapersonal
- 2.) Interpersonal
- 3.) Intra –group
- 4.) Inter - group

The Intrapersonal refers to conflict occurring within the individual. The interpersonal refers to conflict involving relations between persons. The intra-group refers to conflict within a group. The inter – group refers to conflict occurring between groups.

The interdependence of activities in the academe makes it fertile grounds for conflict to occur in all levels. Because the conflicts in the academic community transcend all four levels, these conflicts become all the more complicated as they escalate from the personal to the group level. To resolve conflicts at the group levels will necessitate similar solutions at the personal level because these levels are interconnected and interrelated as shown in **Figure 4.**

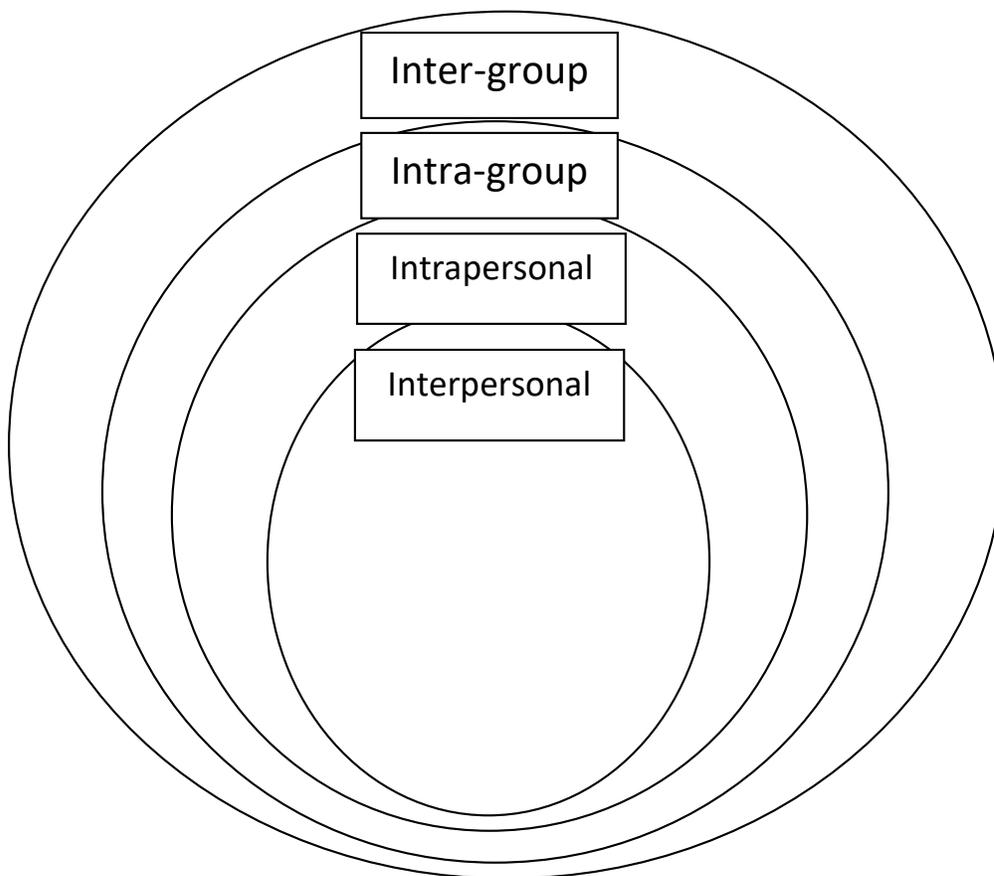


Figure 4.0 Levels of Conflict (Lampauog-Perez, 1996)

If any group is to function effectively, according to Jonhson and Jonhson, a high level of cooperation among its members must prevail. Whatever the method used to either control or resolve conflicts, it must first establish as much cooperation as possible among group members to be effective. The management of conflicts in ways that maximize member cooperation depends on the group having a common set of values and norms about the management of conflict and an agreed vocabulary for discussing conflict among its members.

However, before group solutions can be considered, each member must already have a personal system of positive beliefs about conflict and must view it as a productive way of handling differences. Each one must believe that conflict is natural and should not be avoided or repressed, that the natural tension and frustration of working together can be greatly reduced through conflicts. If a

person then has a healthy perception of conflict in the intrapersonal level, solving conflicts in the higher levels will not be as difficult (Espinosa, 2002)

Conceptual Framework

This study is anchored on the following theories

Organizational Conflict Theory (Proponent: Eric Feigenbaum)

According to modern theories on organizational conflict, organizations are left with a fairly limited set of choices: avoidance, smoothing, dominance or power intervention, confrontation and compromise. Choices, including avoidance and smoothing, rest largely on time washing away difficulties. The other choices involve managers getting involved by mediating, calling people out, making an executive decision or forcing a mediation with hopes for collaborative solutions.

Maturity And Immaturity Theory (Proponent: Karen Horney)

This theory holds that people in their career lives want to grow and mature with increasing levels of responsibility and opportunity-just as they do in personal lives. However, many hierarchical organizations for the sake of efficiency, break jobs into specialties, giving employees narrow scopes and duties, which they are expected to perform well. As a result, employees don't get to use all of their talents and abilities, and feel constrained and unable to develop. The result is conflict between employees and the organization itself. On an individual level employees may develop resentment and apathy. In some circumstances, sentiments can take on larger dimensions and employees begin to formally or informally organize--sometimes forming unions. Organizations that promote a high degree of specialization and little mobility may find themselves with higher turnover as a result of the conflict stemming from Maturity-Immaturity Theory.

In the 1940s, the German Freudian psychoanalyst Karen Horney "developed her mature theory in which individuals cope with the anxiety produced by feeling unsafe, unloved, and undervalued by disowning their spontaneous feelings and developing elaborate strategies of defense." She defined four so-called coping strategies to define interpersonal relations, one describing psychologically healthy individuals, the others describing neurotic states. The healthy strategy she termed "Moving with" is that with which psychologically healthy people develop relationships. It involves compromise. In order to move with, there must be communication, agreement, disagreement, compromise, and decisions. The three other strategies she described - "Moving toward", "Moving against" and "Moving away" - represented neurotic, unhealthy strategies people utilize in order to protect themselves.

Horney investigated these patterns of neurotic needs (compulsive attachments). Everyone needs these things, but the neurotics need them more than the normal person. The neurotics might need these more because of difficulties within their lives. If the neurotic does not experience these needs, he or she will experience anxiety. The ten needs are:

1. Affection and approval, the need to please others and be liked
2. A partner who will take over one's life, based on the idea that love will solve all of one's problems
3. Restriction of one's life to narrow borders, to be undemanding, satisfied with little, inconspicuous; to simplify one's life
4. Power, for control over others, for a facade of omnipotence, caused by a desperate desire for strength and dominance
5. Exploitation of others; to get the better of them
6. Social recognition or prestige, caused by an abnormal concern for appearances and popularity
7. Personal admiration
8. Personal achievement.
9. Self-sufficiency and independence
10. Perfection and unassailability, a desire to be perfect and a fear of being flawed.

In Compliance, also known as "Moving toward" or the "Self-effacing solution", the individual moves towards those perceived as a threat to avoid retribution and getting hurt, "making any sacrifice, no matter how detrimental. The argument is, "If I give in, I won't get hurt." This means that: if I give everyone I see as a potential threat whatever they want, I won't be injured (physically or emotionally). This strategy includes neurotic needs one, two, and three.

In Withdrawal, also known as "Moving away" or the "Resigning solution", individuals distance themselves from anyone perceived as a threat to avoid getting hurt - "the 'mouse-hole' attitude...the security of unobtrusiveness." The argument is, "If I do not let anyone close to me, I won't get hurt." A neurotic, according to Horney desires to be distant because of being abused. If they can be the extreme introvert, no one will ever develop a relationship with them. If there is no one around, nobody can hurt them. These "moving away" people fight personality, so they often come across as cold or shallow. This is their strategy. They emotionally remove themselves from society. Included in this strategy are neurotic needs three, nine, and ten.¹

In Aggression, also known as the "Moving against" or the "Expansive solution", the individual threatens those perceived as a threat to avoid getting hurt. Children might react to parental in-differences by displaying anger or hostility. This strategy includes neurotic needs four, five, six, seven, and eight.

RESEARCH METHODOLOGY

This study employed descriptive quantitative research design . It described the sources of conflicts in the workplace, their significant differences when data were grouped according to the following variables: sex, age, type of school and type of respondents. Finally, it identified the sources of conflict in the workplaces. The study involved three(3) private Universities and Colleges, and three (3) public State ,Universities and Colleges. The respondents of the study were middle level administrators in three (3) private tertiary schools and three (3) public SUC’s. These tertiary schools were chosen by the researcher based on their population. Purposive Random Sampling Technique using Total Enumeration was used to get the target respondents.

Table 1.0 showed the table of respondents.

Table 1.0 Respondents								
Sex		Age			School		Respondent	
M	F	25-35	36-45	46-55	Public	Private	Dean/ Associate dean	Chairman/ Coordinator
18	18	6	15	15	19	17	21	15
T= 36		T= 36			T= 36		T=36	

Survey questionnaire checklist was used as the instrument of the study.

This instrument provided data to the quantitative questions which were composed of personal data questions and survey questionnaires as to sources of conflicts. Instruments were standardized and adopted from authorities. Sources of Conflict Instrument was adapted from Robbins (1988), and modified by the researcher. The final instrument on Sources of Conflict has undergone Validation by three (3) experts in the field, submitted to a Reliability Test and results showed “ HIGH RELIABILITY “.

RESULTS AND DISCUSSION

This chapter presents and analyzes the data gathered through the use of validated and standardized instruments. The discussions and findings are presented according to the order of the questions presented in chapter I.

Research Problem no. 1. What are the sources of conflicts experienced by the middle level administrators in HEI’s in the workplace?

**TABLE 2.0
ADMINISTRATORS’ SOURCES OF CONFLICT**

No.	INDIVIDUAL DIFFERENCES	Frequency					Mode	Description
		1	2	3	4	5		
1	I handled complaint on newsmongering in the workplace.	5	7	0	18	6	4	Agree
2	I encountered problem on workers’ skills and abilities .	2	8	0	18	8	4	Agree
3	I handled complaints on expectations about workloads.	1	9	3	20	3	4	Agree
6	I encountered problems on personality and backgrounds.	2	8	4	14	8	4	Agree
7	I handled complaints on different perceptions of workers .	1	7	3	19	6	4	Agree
	Over- all mode						4	Agree
	MISCOMMUNICATION							
4	I encountered problems on information overloads.	1	10	6	16	2	4	Agree
8	I experienced problems on language barriers.	1	7	5	17	6	4	Agree

11	I experienced problem of noise in communication channels.	2	18	6	8	2	2	Disagree
12	I handled problem on sender manipulating information.	3	19	4	8	2	2	Disagree
16	I handled complaint on selective perception of receiver.	2	13	8	13	0	4	Agree
Over-all mode							2	Disagree

Table 2.0
(Continuation)

	GOAL INCOMPATIBILITY	Frequency					Mode	Description
		1	2	3	4	5		
5	I experienced problems of workers not joining programs.	1	14	4	11	6	2	Disagree
13	I experienced activities not supported by members.	2	16	4	13	1	2	Disagree
17	I observed members do not share the same vision,mission.	2	11	15	7	1	3	Undecided
18	I encountered problem on members not attending meetings.	2	14	5	14	1	2	Disagree
21	I handled complaint on mismatch of working goals of workers.	1	12	4	16	3	4	Agree
Over-all mode							2	Disagree
LIMITED RESOURCES								
9	I handled complaint on lack of members to do expected tasks.	2	13	8	12	1	2	Disagree
10	I handled problem of delayed reports for lack of school supplies.	3	13	3	16	1	4	Agree
19	I encountered problem in manpower resources.	2	14	2	17	1	4	Agree
22	I encountered problem in budget for office supplies.	1	12	4	16	3	4	Agree
23	I experienced problem on shortage of funds for office equipment.	1	9	9	15	2	4	Agree
Over-all mode							4	Agree
INTERDEPENDENCE								
14	I encountered complaint on task not being attended to by workers.	1	12	2	21	0	4	Disagree
15	I experienced problem on unfinished tasks and clogging of works.	3	8	3	20	2	4	Agree
20	I handled problem on work overload of a unit that caused delay.	3	8	3	20	2	4	Agree
24	I handled complaints on blaming colleagues for delayed task.	2	11	5	16	2	4	Agree
25	I encountered complaint of workers not doing task promptly.	1	10	5	17	3	4	Agree
Over-all mode							4	Agree

Legend:1-strongly disagree; 2-disagree; 3-undecided; 4-agree; 5-strongly agree

Table 2.0 shows that the middle level administrators' sources of conflict in the workplace are individual differences, with a highest frequency of 20 and over all mode of 4, limited resources, with a highest frequency of 17 and over all mode of 4, and interdependence with a highest frequency of 21 and over all mode of 4, which all means **AGREE**. However, they **DISAGREE** to

miscommunication and goal incompatibility , which have highest frequencies of 19 and 16 respectively, with over all modes of 2, which means disagree.

This finding was affirmed in Espinosa (1999) which revealed that conflicts as a result of **scarce resources, and individual differences** are especially the most sensitive and readily found in the academic community.

More so, this finding of individual differences as top source of conflict was supported by Social Scientists who have studied conflict (Condiff 1995; Muldoon 1996), stressing that conflict management will be increasingly important for organizations in *the future*. This is so because people must continue to change ideas, develop common objectives and make other decisions in concert with others. Moreover, people making up the groves of academe have different backgrounds, perspectives, and responsibilities. Hence, the organizations should provide opportunities for them to discuss their opposing views and integrate them to make satisfactory progress (Robbins, 1986)

Conflicts arising from this particular source (individual differences) can be personality and behavioral problems like backfighting against the other (tsismis) , professional jealousy, or the filipino “ crab mentality “ attitude. These problems may occur perhaps , due to the fact that these faculty members are not preoccupied with their job of instructions and teaching, but they are busy with other trivial matters.

Table 2.1 presents the summary of administrators’ sources of conflict.

Table 2.1
Summary Table of Administrators’ Sources of Conflict
Over all Mode

	Individual Differences	Miscommunication	Goal Incompatibility	Limited resources	Interdependence
Valid	36	36	36	36	36
Missing	0	0	0	0	0
Mode	4.00	2.00	2.00	4.00	4.00

Table 2.1 shows that the following sources of conflict such as individual differences, limited resources and interdependence got the over all modes of 4 which means **agree**, while miscommunication and goal incompatibility got the over all modes of 2, which means **disagree**. This implies that the administrators encountered problems such as individual differences, limited resources and interdependence.

Research Problem No. 2. Is there a significant difference of the source of conflicts in the workplace of the middle level administrators, when data are grouped according to sex, age, type of school, and type of respondents?

Table 3.0 presents the administrators sources of conflict by sex

TABLE 3.0
ADMINISTRATORS' SOURCES OF CONFLICT BY SEX
(MANN-WHITNEY TEST)
RANKS

	Sex	N	Mean Rank	Sum of Ranks
mod.individual differences	female	18	20.78	374.00
	Male	18	16.22	292.00
	Total	36		
mod.miscommunication	female	18	15.86	285.50
	Male	18	21.14	380.50
	Total	36		
mod.goal incompatibility	female	18	16.39	295.00
	Male	18	20.61	371.00
	Total	36		
mod.limited resources	female	18	15.92	286.50
	Male	18	21.08	379.50
	Total	36		
mod. interdependence	female	18	16.14	290.50
	Male	18	20.86	375.50
	Total	36		

Table 3.0 shows mean ranks of the difference in sources of conflict by sex. In the source of conflict, **miscommunication**, the male administrators got the highest **mean rank of 21.14**, followed by **limited resources wherein** the male respondents also got the second highest **mean rank of 21.08**. As to the source of conflict, **individual differences**, female administrators got the **mean rank of 20.78**, while the male administrators got **the mean rank of 16.22**. This indicates that the male administrators experience more conflict in miscommunication and limited resources than female administrators. But in individual differences, the female administrators experienced more conflict than male administrators.

Table 3.0.1 shows the difference in administrators' source of conflict by sex.

TABLE 3.0.1
DIFFERENCE IN ADMINISTRATORS' SOURCES OF CONFLICT BY SEX
(MANN- WHITNEY TEST)

	Mod.ind	Mod.miscom	Mod.goal	Mod.limit	Mod.Inter dep
Mann-Whitney U	121.000	114.500	124.000	115.500	119.500
Wilcoxon W	292.000	285.500	295.000	286.500	290.500
Z	-1.399	-1.604	-1.307	-1.576	-1.511
Asymp. Sig. (2-tailed)	.162	.109	.191	.115	.131
Interpretation	NS	NS	NS	NS	NS

a. Grouping Variable: sex

b. Not corrected for ties.

Legend: S- significant ; NS- not significant

Table 3.0.1 shows the significant difference of administrators' sources of conflicts by sex. The data indicate that individual difference, has a **p=**value of .162; **miscommunication**, - .109; **goal incompatibility** - .191; **limited resources**-.115 and **interdependence**- .131, which are all greater than alpha .05 level, hence there is **no significant difference** as to the sources of conflicts experienced by the female and male administrators in their respective workplaces. This implies that the female and male administrators may have similar experiences of these sources of conflicts, though they may specifically have little difference in their experiences of conflicts in miscommunication, limited resources and individual differences as can be observed in **table 3.0**

Table 3.1 presents the administrators' sources of conflict by age.

TABLE 3.1
ADMINISTRATORS' SOURCES OF CONFLICT BY AGE
(KRUSKAL WALLIS TEST)
RANKS

	age	N	Mean Rank
mod.Individual Differences	25-35	6	19.17
	36-45	15	17.43
	46-55	15	19.30
	Total	36	
mod.Miscommunication	25-35	6	21.83
	36-45	15	19.83
	46-55	15	15.83
	Total	36	
Mod.Goal Incompatibility	25-35	6	22.00
	36-45	15	19.20
	46-55	15	16.40
	Total	36	
Mod.Limited Resources	25-35	6	23.75
	36-45	15	17.47
	46-55	15	17.43

	Total	36	
Mod.interdependence	25-35	6	24.25
	36-45	15	18.33
	46-55	15	16.37
	Total	36	

Table 3.1 shows that in age brackets 25-35, most mean results are in the highest rank such **interdependence** mean rank of 24.25 **limited resources** – 23.75 **goal incompatibility** – 22.00; **miscommunication**- 21.83; **individual differences** has the lowest mean rank of 19.30 in age brackets 46-55. In **age bracket 36-45**, most mean results in all sources of conflict are in the second rank, and in **age bracket 46-55**, majority of the sources of conflict are in the third rank, except in **individual differences** the highest mean is in age bracket 46-5. This implies that administrators under ages **46-55**, experienced **individual differences** as their dominant source of conflict in the workplace. This implies further that administrators in the **age bracket of 25-35**, experienced mostly the following sources of conflict such as, **miscommunication, goal incompatibility, limited resources, and interdependence**.

Table 3.1.1. reveals the difference of administrators sources of conflict by age.

TABLE 3.1.1

DIFFERENCE IN ADMINISTRATORS' SOURCES OF CONFLICT BY AGE CHI-SQUARE TEST

	mod.ind	mod.miscom	modgoal	modlimit	interdep
Chi-Square	.307	2.051	1.566	2.052	3.038
df	2	2	2	2	2
Asymp. Sig.	.857	.359	.457	.358	.219
Interpretation	NS	NS	NS	NS	NS

a. Kruskal W:

TABLE 3.2

b. Grouping ':

**ADMINISTRATORS' SOURCES OF CONFLICT BY TYPE OF SCHOOLS
(MANN-WHITNEY TEST)**

RANKS

Table 3.1.1 shows the following **p=values** of the sources of conflict by age, **individual difference**- $p=.857$; **miscommunication** $p=.359$; **goal incompatibility** $p=.457$; **limited resources**, $p=.358$; **interdependence** $p=.219$, which are **all greater than alpha .05 level**, hence **not significant**. This means that there is no significant difference as to the sources of conflict of the administrators by age. This implies that regardless of age of the administrators they experienced similar sources of conflict in their respective workplaces. This further implies that whether the administrator is young, middle age, or old, they encountered the same sources of conflict in the workplace, though, as shown in table 6.1, older administrators mostly experienced conflict in individual differences, while younger administrators, mostly experienced miscommunication, goal incompatibility, limited resources, and interdependence.

As stated in Espinosa (1999), educators fall short of the standard set for good communicators. If they come up to the standard, faulty communication in its varied forms would not be a major source of conflict among administrators and faculty.

Table 3.2 presents the administrators' sources of conflict by type of schools.

Table 3.2.1. reveals that the **p values** of all the sources of conflict when data were grouped according to type of schools in the following sources, **individual differences, miscommunication and goal incompatibility** are $p=.682$, $p=.352$ and $p=.667$ respectively, which are **all greater than alpha .05 level** hence, *not significant*. However, as to **limited resources and interdependence**, the $p=$ value of .049 and $p=$ value of .042 are **lower than alpha .05 level** hence *significant*. This implies that there is **no significant difference** as to individual differences, miscommunication and goal incompatibility as sources of conflict in the workplace in both public and private tertiary schools. However, **there is a significant difference as to limited resources and interdependence** in public and private tertiary schools. This may be attributed to the mean rank **table 3.2** which shows that limited resources and interdependence got the highest rank in public tertiary schools. As observed from experience, public school administrators usually met the problem of limited resources and interdependence, than private school administrators. (Espinosa, 1999)

Table 3.3 presents the administrators' sources of conflict by type of respondents

RANKS

TABLE 3.3
ADMINISTRATORS' SOURCES OF CONFLICT BY TYPE OF RESPONDENTS
(MANN-WHITNEY TEST)

	Respondent	N	Mean Rank	Sum of Ranks
mod.ind	dean or asso dean	21	19.38	407.00
	coordinator or chairman	15	17.27	259.00
	Total	36		
mod.miscom	dean or asso dean	21	16.24	341.00
	coordinator or chairman	15	21.67	325.00
	Total	36		
modgoal	dean or asso dean	21	16.29	342.00
	coordinator or chairman	15	21.60	324.00
	Total	36		
modlimit	dean or asso dean	21	14.62	307.00
	coordinator or chairman	15	23.93	359.00
	Total	36		
interdep	dean or asso dean	21	17.48	367.00
	coordinator or chairman	15	19.93	299.00
	Total	36		

Table 3.3 shows that in all the sources of conflict only in **individual differences**, wherein the respondents deans or associate deans got a higher mean rank than the coordinator or chairman, with a mean rank of 19.38, while the chairman or coordinator is 17.27. But in other sources such as **miscommunication**, 21.67; **goal incompatibility**, 21.60; **limited resources**, 23.93; and **interdependence**, 19.93, the coordinator or chairman got the higher mean ranks than the dean or associate dean. This implies that in individual differences most deans or associate deans experienced this conflict in the workplace, while most chairmen or coordinators experienced miscommunication, goal incompatibility, limited resources and interdependence with their subordinates in their respective workplaces.

Table 3.3.1 shows the difference in administrators' sources of conflict by type of respondents.

TABLE 6.3.1
DIFFERENCE IN ADMINISTRATORS' SOURCE OF CONFLICT BY
TYPE OF RESPONDENTS
(MANN-WHITNEY TEST)

	mod.ind	mod.miscom	modgoal	modlimit	interdep
Mann-Whitney U	139.000	110.000	111.000	76.000	136.000
Wilcoxon W	259.000	341.000	342.000	307.000	367.000
Z	-.640	-1.626	-1.623	-2.802	-.775
Asymp. Sig. (2-tailed)	.522	.104	.105	.005	.438
Interpretation	NS	NS	NS	S	NS

a. Grouping Variable: respon

b. Not corrected for ties.

Table 3.3.1. reveals that individual differences, p=0.522, miscommunication is p=0.104, goal incompatibility is p=0.105, and interdependence p=0.438 which are **all greater than alpha .05 level** hence **not significant**, which means that there is no significant difference in these sources of conflict of the respondents deans, associate deans, chairmen, and coordinators. This implies that the respondents experienced these sources of conflict in the workplace similarly. However, in **limited resources**, the p=0.005 is **lower than alpha .05 level**, hence **significant**. This means that there is a significant difference in the source of conflict of limited resources of the respondents deans, associate deans, chairmen, or coordinators. This implies that the respondents vary in their experiences of handling the problem of limited resources in their respective workplaces. This finding corresponds to the results in **table 3.2.1**. This finding supports in Espinosa (1999), which states that many conflicts stemmed from limited resources. For one thing, there was never enough to go around due to scarce resources.

CONCLUSION AND RECOMMENDATION

This study was designed to determine the sources of conflict of the middle level administrators in the tertiary level. It employed quantitative research approach.

The study answered the research problems on the basis of the hypothesis, that (1) there is a significant difference in the sources of conflict, when data were grouped according to sex, age, type of schools and type of respondents. **In the light of the above findings**, it came out that the main sources of conflict of the administrators in their job was **individual differences, limited resources and interdependence**. It can be inferred that the personality of each employee under an organization is a major factor contributing to work-related conflict or problem of the respondents, such problems resulted from personal behavior are "professional jealousy", crab mentality attitude, backfighting (tsismis) and other personality related problems occurring during working time. Henceforth, these faculty members are presumably not preoccupied or busy with their own job of instructions, but doing otherwise, which had caused conflict among themselves and consequently, such conflict landed on the table of the dean's office. It is recommended that higher level administrators need to conduct regular trainings on conflict management among the middle level administrators, subordinates and office personnel/staff. Moreover, management shall provide time for regular INTERPERSONAL RELATIONSHIP SESSION (IPR) among its workers, to allow one another time to iron-out misunderstandings to have harmonious work relationship.

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