Immaculatinians are Collaborators:
Profiling Conflict Management Styles of Senior High School Students in a Franciscan Institution

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Abstract: This collaborative study focused on determining the dominant approach and other preferred conflict management styles of Grade 11 senior high school students across tracks and strands in a Franciscan school. The goal was achieved using Jay Hall's Conflict Management Styles rubric (1969). This model suggested that there are five conflict management styles and techniques, namely (a) controlling, (b) compromising, (c) collaborating, (d) accommodating, (e) avoiding. The survey shows that the respondents use *collaboration* in solving and managing conflicts. With a high percentage of 60.17%, *collaborating* is the most dominant conflict management style.

Key Words: conflict management styles; classroom organization; interpersonal relations; conflict resolution; senior high school; Jay Hall

1. INTRODUCTION

Human conflict are activities relating to the struggle of power and influence between different personal and/or group interests. Human conflict has deep evolutionary roots of war and peace in human relations (Riddihough et al., 2012) which concerns conflict resolution and management. Conflicts are one of the hindrances against the collective efficiency of human organization. Groups or individual initiatives can resolve the conflict in peaceful resolutions or violent responses. Conflict management can be determined from the international level through bargaining, the national level, and group level through interpersonal conflict.

There are different models in managing conflict the Thomas-Kilmann model (Thomas and Kilmann, 1979) according to this model there are two basic dimensions - (1) assertiveness, which an individual attempts to achieve his or her own objectives and (2) cooperativeness, which a individual gives an extending considerations to other. These two dimensions are disaggregated in five conflict-management modes - (a) Competing, (b) Collaborating, (c) Compromising, (d) Avoiding, and (e) Accommodating. Thomas and Kilmann model took inspiration from the Blake and Mouton Managerial Grid (Blake and Morton, 1964) which outlines leadership preferences (Authoritarian, Team Leader, Country Club Leader, and Impoverished Leader). Both are exemplary frameworks to determine individual conflict management preferences.

One particular instrument from Jay Hall (1969) measures conflict management style in a way to capture aggregate responses on how an individual manages conflict in his or her everyday life. The Hall's conflict management systems are categorized into five distinct styles: (1) *Collaboration*, the opposite of avoiding that involves an attempt to work with the other person; (2) *Accommodation*, the opposite of competing, neglects individual concern to satisfy the concern of others; (3) *Compromising*, a middle ground between competition and accommodation splitting the difference through acceptable concessions; (4) *Avoiding*, for which is having no concern to pursue individual goal through complete withdrawal and inaction.; and (5) *Controlling/Competing*, the individual strictly pursues self interest at the expense of another person. This conflict management survey is designed to determine the characteristic approach or style in managing conflict.

This collaborative research, a product of a research program for students taking Humanities and Social Sciences strand in a Fransiscan Institution called LIKHA Seryeng Panayam para sa MakaFilipinong Pananaliksik, sought to profile conflict management styles of senior high school students.

2. METHODOLOGY

This study utilized quantitative research design, employing on frequency, percentages, and ranking. The researchers used the *Conflict Management Survey: A Survey of One's Characteristic Reaction to and Handling of Conflict between Himself and Others* developed by Jay Hall (1969). The document can be downloaded in http://markbeaird.org/wmlib/pdf/articles/conflict_management_survey.pdf. This research followed the methodology on the same subject

matter by Mabunga and Mabunga (2014). In their paper, they studied the conflict management styles of teacher education students in a pioneering university for teachers.

2.1 Research Respondents

Table 1
Population of Senior High School Students across Tracks and Strands in Immaculate Heart of Mary College - Parañaque

Strand	Population Number
Academic Track	*97*
STEM	46
ABM	30
HumSS	21
TVL Track	*23*
TVL-CSS	15
TVL-FBS	8
Total	*120*

The table above shows the entire population of the Senior High School Department of Immaculate Heart of Mary College - Department for Academic Year 2017-2018. This school offers two tracks: Academic Track comprising STEM, ABM, and HumSS strands and TVL Track comprising Computer Software Servicing and Food and Beverage Services strands. The total number of students during the conduct of this study is 120. However, two students were not able to answer the survey.

Table 2
Distribution of Senior High School Respondents across Tracks and Strands in Immaculate Heart of Mary College - Parañaque

Strand	Population Number
Academic Track	*95*
STEM	46
ABM	28
HumSS	21
TVL Track	*23*
TVL-CSS	15

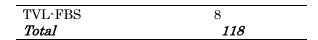| TVL-FBS	8
Total	*118*

Table 2 shows the frequency of respondents of this profiling. Two ABM students were excluded because of their (a) poor attendance to classes that led to drop-out status and (b) the need to go back home to Vietnam for family and personal reasons. The latter is a foreign student.

2.2 Data Collection Process and Analysis

1. The researchers asked permission to the department's official and teachers through correspondence regarding the need to research on the conflict management styles of senior high school students. They approved the plan.
2. Guided by the scheduled distribution of surveys, the researchers went to classes and explain the following to the respondents: (a) the need to profile conflict management styles; (b) the rationale of the study; (c) distribution of Jay Hall's Conflict Management Style survey; (d) explanation on how to answer the survey; (e) ethical considerations, particularly on confidentiality; (f) answering to queries of the respondents; and (g) submission of survey sheets to the researchers. Each section answered the survey for one hour.
3. The researchers immediately check for technical issues. There were none.
4. The researchers tabulated the scores, interpreted, and analyzed the results using frequency and percentage.

3. RESULTS AND DISCUSSION

In section, the presentation of the results on the dominant conflict management style is presented on Table 3. The results will show, in a quantifiable overview, how the respondents approach their personal, interpersonal, and intrapersonal conflicts and confrontations both in school and in the everyday.

The ranking of conflict management styles are as follows: 1) Collaborator (60.17%); 2) Compromiser (16.9%); 3) Controller (14.4%) ; 4) Accommodator (6.78%); and 5) Avoider (1.7%).

Table 3
Conflict Management Styles of Grade 11 Senior High School Students of Immaculate Mary College - Parañaque

Strand	Cont	Comp	Collab	Acco	Avoi
STEM	4	10	30	2	0
ABM	4	4	18	2	0
HumSS	3	3	15	0	0
TVL-CSS	4	2	7	1	1
TVL-FBS	2	1	1	3	1
Total	*17*	*20*	*71*	*8*	*2*
%	*14.4%*	*16.9%*	*60.17%*	*6.78%*	*1.7%*

Legend: *Cont* - controller; *Comp* - compromiser; *Collab* - collaborator; *Acco* - accommodator; *Avoi* - avoider

According to Hall, collaborators have a certain interest in mutual cooperation working towards a goal and provide concrete agreements on their own sets of concerns. It can be inferred that collaborators highly value the regards of the relationship and consider confronting each person's insights and discernments. The majority of the respondents can both be equally assertive and cooperative in resolving conflict.

By contrast, 1.7% of the respondents is least likely to avoid dealing with conflict. This can be an indication that Grade 11 senior high school students in most scenarios are more likely in favor to collectively resolve conflicts rather than choosing to escape/avoid. Grade 11 students'sees conflict as a means of improving relationships by reducing tensions on the problem.

The *Compromiser* is the second highest score. Compromisers are intermediately assertive or cooperative. This approach can be positive and negative, but in most cases compromisers seek to neutralize the situation by giving options between two extreme positions and find a middle ground to create their individual interest and desirable standards to meet satisfaction. A significant number of the student population has tendencies to create self-interest based solutions to benefit both sides or sacrifice a part of their goals and/or relationship in order to find agreement for the common good.

The third on the rank is *Controller/Controlling* which consisted around 14% of respondents. Jay Hall's interpretation of a controller can be described as having high goal inclinations but has bad social interaction when it comes to cooperating to resolve conflicts. The person has an objective attitude on other people's opinion, this is assertive and uncooperative. The person boasts his or her own power-oriented or self-centered idea on other people. Competing might mean "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

The fourth is *Accommodation*, This conflict management style does not seek to give any assertion to other people. Accommodators do not intervene with conflict in favor to preserve the relationship and they are more concerned about the common welfare rather than their personal goals. Respondents belonging to this style tend to be altruistic. Accommodation might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view.

The last and least chosen approach is *Avoiding*. *Avoiders* have little or no interest to take any type of action against conflicts, they always refer to withdrawal than any course of action, escaping away or preventing any kind of participation or postponing an issue to reserve for his/her convenience. They are both unassertive and uncooperative, the opposite of collaborators. As already mentioned, the survey shows that respondents are very unlikely to avoid conflict on any given circumstances.

4. CONCLUSION

This study aimed at determining the dominant conflict management styles of Grade 11 students of the Senior High School Department of Immaculate Heart of Mary College-Paranaque. The researchers arrived at the following conclusions: The dominant conflict management style is that of a *collaborator*. This conflict management style comprises more than half of the entire respondent population.

Respondents are also capable of engaging in other conflict management styles when confronting conflicts such as *compromising, controlling, accommodation,* and *avoiding.*

5. ACKNOWLEDGMENTS

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