

Organizational Climate and Self-Efficacy as Correlates of Conflict Management in Faith-Based Basic Education Institutions

Leonardo B. Dorado¹, Garlene Chris B. Llona²
Adventist University of the Philippines
lbdorado@aup.edu.ph

ABSTRACT

Conflict management has been an issue in higher education institutions (HEIs), however limited studies were conducted specifically among faith-based basic education institutions. The aim of this research was to determine what correlates to conflict management in faith-based basic institutions. This study answered the following objectives: (a) to determine the extent of organizational climate, self-efficacy, and conflict management of teachers; (b) to find out the significant relationship of the three variables; (c) to determine the moderator variables that affect conflict management. This descriptive correlation design and used random sampling and ratio and proportion techniques in the selection of 320 teachers as respondents in selected faith-based basic education institutions in the Philippines. Using descriptive and inferential statistics the study found that the organizational climates of the respondents were highly favorable and their self-efficacy is interpreted as high. All of the conflict management practices were highly practiced. The most practiced conflict management were integrating, compromising, and obliging. Correlation analysis revealed that organizational climate and self-efficacy were significant related to integrating, compromising, obliging and/or avoiding. Furthermore, Teachers between 41-50 years old choose integrating of conflict management practices and teachers with post-graduate degrees tend to use integrating and compromising conflict management. The findings showed that a further study can be made in faith-based HEI's to see other implication it can bring to management, program and policy of the organization.

Keywords: Organizational Climate, Conflict Management, Faith-Based Institution, Self-efficacy

INTRODUCTION

The study aims to understand whether organizational climate and self-efficacy can correlate on conflict management among faith-based basic education institution. Conflict is one of the factors that may affect workplace harmony and productivity, efficiency, and effectiveness in every organization. People with different background, personality, ideas, culture, values and beliefs in an organization will always have conflict that will have an impact to organizational

productivity. And because conflict occurs naturally and normally as a result of teachers' interactions with various role- partners involved in the educational processes, whether principals, peers, students or parents (Pinchevsky & Bogler, 2014). Therefore, conflict management is important to teachers because the way teachers handle conflict can either benefit or harm their relationship with their role partners and conflict of any type can influence group failure or success. Study shown that interpersonal conflict ranked the highest among several types of conflict that were identified in schools and is recommended that it should be addressed properly (Cadiz, 2016). Teachers and leaders of school must be knowledgeable in conflict management and should have procedures or programs for conflict management to lessen the rate of conflicts in the schools because conflicts seriously affect the outcome performance of employees. Thus, individuals are more advantageous if they know how to handle conflict for it improves interaction qualities, performance and group activities in school. In addition, classroom teachers, not only leaders or principals should be knowledgeable in managing conflicts in the workplace to lessen the time spent of the principals solving conflicts in schools (Berberick, Lindsay, & Fritchen, 2017). Therefore, identifying effective ways to resolve conflicts are crucial in an organization especially in schools. Saiti (2014), study showed that conflicts often arise in the school and when conflicts did occur were mainly attributed to both interpersonal and organizational reasons. It was also stated by Ehrhart, et al. (2014) that the level of conflict is increasing in one of the working conditions of any organizations today. In several studies, researches indicate that variables like conflict management, organizational climate and self-efficacy have been used already however, it is in different context. The result of this study has become as the basis for a proposed program including dealing and managing conflict between and among teachers. A conflict management program could enhance their performance and interpersonal relations based on the study of Lazarus (2014), workers at all levels should be trained and given the right behavioral orientation to reduce the occurrence of conflict at workplace and to improve productivity and professional competence of teachers (Cadiz, et al., 2016). It also indicated that faith-based educational institutions have never been explore in previous study as respondents in the research and conducted in the area of Southeast Asian countries, thus, make the findings of this research relevant.

LITERATURE REVIEW

In this section the researcher used comprehensive review of theories and researches about organizational climate, self-efficacy, conflict-management, and from the different literatures and sources such as journals, books, unpublished thesis, and reputable internet sources in support to this study. Organizational Climate. Organizational Climate has been studied for quite a time now and still being studied because of the continuous changes of the factors that affect the organization (Koles & Kondath, 2013; Mohan & Sharma, 2015). OC has been identified by Qureshi, Rasli and Zaman (2014) as a driving force in the organization behavior which provides foundations to many physical and psychological phenomena to the employees. It is also perceived synonymously by various authors. Tobin, Muller and Turner (2016) denote that OC refers to the qualities and distinctive feature that is present within an organization and is being influenced by its members and environment. Organizational climate is described by Cardoso and Uy (2015) as a distinctive character of an organization wherein the concept of characteristics and properties are shared both by the employer and the employee especially when it comes to “practices, policies, procedures, rewards and the expected behaviors in the organization.” It can be indicated by these adjectives: such as “open, bustling, warm, easy-going, informal, cold, impersonal, hostile, rigid and closed (Lunenberg & Ornstein, 2008 as cited in Cardoso & Uy, 2015). Zenobia (2015), in his findings, organizational climate will prove to be essential in balancing and providing a work environment that fosters performance and stability. Pozbeh & Karimi (2016) shows that organizational climate and its dimensions (organizational goals, role in organization, rewards in organization, procedures in organization, and communication in organization) are significantly related to organizational silence of administrative staff in education department in Isfahan. In the study of Qureshi, Rasli & Zaman (2014) they stated that modern organizations should focus on their workplace climate in order to reduce psychological and physical health problems on employees. The same in the outcome in the study of Ramos (2016) that OC is very related to stress in the workplace. Moreover, Mohan and Sharma (2015) suggested that OC influences the performance of the employees because it determines the work environment in which the employees feel motivated and demotivated. They also said that since motivation determines the efficiency of the employees, OC is directly related to the effectiveness of an organization. So organizations should know how to manage organizational climate (Sharma & Mohan, 2015). John and Taylor V (2017) proposed that

OC is significantly interrelated to leadership styles and organizational commitment especially to teachers. OC is an environment where the needs of the entire people are recognized (Pozveh, Karimi, 2016). Ehrhart, Schnieder, and Macey (2014) and Scandura (2016) organized the various climate dimensions that had been identified in the literature into three categories: affective, cognitive, and instrumental. Self-efficacy. Self-efficacy is an individual's strong belief that he or she can successfully accomplish a specific task or outcome (Daft & Marcic, 2017; Griffin, 2017; Conklin, Dahling & Garcia, 2012). Daft (2015) stated that self-efficacy is relation to self-confidence, which means general assurance in one's own ideas, judgement and capabilities. Individual differences among people including personality traits, attitudes, emotions and characteristics such as self-confidence and self-efficacy, influence how people relate to others and behave at work (Daft, 2015). Dealing with one's environment involves, according to Bandura, a complex set of behaviors. Self-efficacy plays an important role in changing and affecting an individual's behavior. Another importance of self-efficacy is that it is related but subtly different personality characteristic. People with high self-efficacy believe that they can perform well on a specific task, whereas people with low self-efficacy tend to doubt their ability to perform specific task (Nelson & Quick, 2006; Lim, Werner & Desimone, 2013; Griffin & Moorhead, 2014). Self-assessments of ability contribute to self-efficacy, but so does the individual's personality. It has been found that a strong sense of personal efficacy is related to better health, higher achievement, and better social integration (Bandura, 1997 as cited by Scholz, Dona, Sud & Schwarzer, 2015). According to theory and research, self-efficacy makes a difference in how people feel, think and act (Bandura, 1997). In terms of feelings, a low sense of self-efficacy is associated with depression, anxiety, and helplessness. Persons with low self-efficacy also have low self-esteem, and they harbor pessimistic thoughts about their accomplishments and personal development (Scholz, et al., 2015). In the study of Chen, Chuang, & Chen (2012), the findings provide useful insights into how organizations should encourage employees' collaborative behaviors or activities so as to reinforce self-efficacy create a favorable organizational climate that will in turn enhance attitude and intention to engage in knowledge sharing leading to benefits for the organization as a whole. Karbasi & Samani's (2016) study showed that teacher self-efficacy is a reliable and valid instrument with these factors: instructional self-efficacy, efficacy to create positive school climate, efficacy to enlist community involvement, and efficacy to influence decision making. Conflict Management. Most of the organizational leaders, as well as educational leaders view conflict as bad and

something to be avoided or quickly resolved, but in reality, conflict well understood and managed, can have functional outcomes for organizations (Kaplan & Owings, 2017). Conflict management can be considered as the process of removing barriers to something for agreement (Cadiz, et al., 2016). It is essential both for organizations and employees (Khalid, Fatima, & Khan, 2015). “In workplace, if conflicts are coped appropriately, they lead to sense of keenness, teamwork and cooperation. However, when conflicts are not managed they can cause disunion, less determination, and turmoil in the same environment.” Conflict management is the practice of identifying and handling conflict in a sensible, fair and efficient manner. It requires such skills as effective communication, problem solving and negotiating with focus on interests (Saeed, Almas, Anis-Ul-Haq, & Niazi, 2014). Conflict-handling styles describe how we approach the other party in a conflict situation (McShane and Von Glinow, 2016). These patterns evolve into actions and reactions that become known as their “style”. Indeed, conflict is an inevitable element of interpersonal relationships in organizations. There were five styles of managing interpersonal conflict and these are: integrating, compromising, dominating, obliging, and avoiding. The choice of style depends on the numerous factors, such as the nature of the conflict, work-related issues, personality and many so on (Rahim, 2011; Griffin, 2017). Integrating. In the integrating style, both parties confront the issue directly and discuss alternative courses of action (Scandura, 2016; McShane & Von Glinow, 2016). It involves high concern for self and also for the others (Rahim, 2002; Oszoy, 2016). The strength of this approach is that it should provide a mutual benefits (win-win) solution and results in the conflict being resolved for the long term. Win-win situation occurs when both parties get what they want (Hitt, Miller & Colella, 2016). The major drawback to this approach is that it is time consuming. This approach is the most appropriate for complex problems, strategic planning, and innovation (Scandura, 2016; Wood, et al., 2016). Rahim (2011) highlights the two distinctive elements in this style called confrontation and problem solving. Confrontation is characterized by open communication, clarify misunderstanding, examining the underlying causes of conflicts and it is considered as pre-requisite of problem solving. Compromising. This approach reflects a moderate level of concern for the self and for others (Rahim, 2002; Oszoy, 2016). It is a give-and-take approach to conflict in which concessions are made in exchange for getting some aspects of the desired outcome. It is appropriate when parties have strongly opposing views and there is a little hop of an integrative solution. It may also be the only possible approach when both parties have equivalent influence in the organization (Scandura, 2016; Wood, et al., 2016; McShane &

Von Glinow, 2016). Dominating. In this approach, the individual is high with respect to his or her own concerns but low with respect to the concerns of others (Rahim, 2002; Oszoy, 2016). People adopting this approach take a win-lose approach to problem solving, and their focus is on winning their position at the expense of others (Scandura, 2016; Wood, et al., 2016; McShane & Von Glinow, 2016). A dominating person stands up for own rights and ignore other's needs and expectation; try to defend personal positions that he believes being as correct and right says Rahim, (2011). Obliging. In this conflict management approach indicates that a person's concern for themselves is low but their concern for others is high (Rahim, 2002; Oszoy, 2016). Meaning, one party's concern are satisfied and the other party's concern are not (Hitt, et al, 2016; McShane & Von Glinow, 2016). A person with a predisposition toward obliging "gives in" to the demands of others and may neglect his own concerns. It might be the best approach if the person is not sure they are right about a preferred course of action or it is politically best because the matter is so important to the other party. The weakness of this strategy is that is temporary, but its strength is that it will resolved the problem rather quickly (Scandura, 2016; Wood, et al.2016). As suggested by Rahim this style may take the form of selfless generosity, charity, or obedience to the party's order. An obliging person can be defined as a "conflict absorber". Avoiding. In the avoiding style, a person is low on their own concerns and the concerns of others (Rahim, 2002; Oszoy, 2016; McShane & Von Glinow, 2016). This approach reflects an inability to deal with conflict, and the person withdraws from the conflict situation. This approach sidesteps the issues, which may be important, but there is no attempt to conform and resolve them. In this conflict outcome, neither party gets what is initially desired (Hitt, et al., 2016). This style might be appropriate for trivial decisions or when the possibility of unproductive conflict is so high that it is better to avoid discussion rather than risk performance. The weakness of this approach is that by pretending conflict does not exist it rarely goes away and it may be a temporary fix and the conflict will return in the future (Scandura, 2016; Wood, et al., 2016). Kinicki & Fugate (2014) aforesaid that avoiding conflict is like ignoring cancer because it grows. She mentioned that to stop ignoring the conflict because it will not go away instead it may cause further escalation of the problem. In one of the studies regarding conflict management styles influencing organizational commitment among Kenya Seed Companies, the study have shown that managers cannot be left out of conflicts, but must take active part in it. Of the five conflict management styles, only three were found to correlate significantly and thus predict the variation in organizational commitment which are

integrating, obliging, and compromising style (Kimani, Wanyonyi & Amuhaya (2015). Another study in a hospitals in Pakistan, results revealed that obliging, integrating, compromising and avoiding conflict management were used more by doctors in public sector hospitals than those in private hospitals (Khalid & Fatima, 2016). Furthermore, in the study of Ozsoy (2016) the findings suggests that it is necessary for a manager to understand the individual differences on conflict handling styles so they can re-organize and hire the right employees. In addition, managers who perceived to exhibit more on transformational leadership style adopted integrating and obliging style of conflict management (Saeed, Almas, Jaq & Niazi, 2014). Wanyonyi, et al. (2015) said that these five conflict handling styles influenced employees' organizational commitment. In addition, leadership styles (Saeed, Almas, Jaq, & Niazi, 2014), job satisfaction (Choie, 2013) are also affected by these conflict handling styles. Mcshane and Glinow (2016) suggested that the best conflict-handling style depends on the situation, so every member of the organization need to understand and develop the capacity to use any of the five styles for the appropriate occasions.

METHODS

This research utilized descriptive-correlational design of research to determine and describe the relationship between the Organizational Climate, Self-efficacy and Conflict Management in Faith-based Educational Institutions. This is the most appropriate design in this study to further define relationships as it enables a researcher to ascertain whether, and to what extent, there is a degree of association between two variables (Cohen et al., 2011). The population of this study were 320 out of 802 total teachers in elementary and academy teachers including the missionary volunteer teachers (MVTs), regular teachers, and school principals in selected Faith-based Educational Institutions in the Philippines for the School Year 2017-2018. There were two sampling techniques used by the researcher: the random sampling and ratio and proportion. Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population. The instruments of the study are self-constructed quantitative instruments in order to answer the research questions based on related literature and studies. The Organizational Climate Survey Questionnaire (OCSQ) will be used to measure organizational climate, Self-efficacy Scale (SES) for self-efficacy and Conflict Management Questionnaire (CMQ) to measure conflict management. Following both the

process of content validity by experts and a pilot study, the forms of statements and questions were revised and changed to make it reliable by considering 12 experts in the field. This instrument was piloted utilizing the teachers one hundred respondents and followed internal consistency reliabilities of Cronbach's Alpha. The researcher personally explained, distributed and gathered the instrument to all respondents in this study. The data utilized descriptive statistics, the Mean in the measure of central tendency and the Standard Deviation were used. For the Correlation Analysis, Pearson r were used. To find if there is a difference between the independent variable and the moderator, T-test and ANOVA were used. In order to predict which among of the dependent variables (organizational climate and self-efficacy) predict the independent variable (conflict management), Linear Regression were used.

RESULTS AND DISCUSSION

This presents a detailed analysis and interpretation of the data gathered in determining the relationship between organizational climate, self-efficacy and conflict management of teachers in the Faith-based educational institution context in the Philippines. To better facilitate a better understanding and analytical reading, the findings are presented in tables. This also presents the discussion on the analysis and the interpretation of the collected data as supported by literature.

Extent of the Organizational Climate

The following were the researcher's findings on the extent of the organizational climate of the basic education teachers in terms of the three dimensions as follows: Affective facet, cognitive facet, and instrumental facet. The Table 1 shows the summary of the extent of organizational climate. It is shown that the *Affective Facet* of organizational climate has the highest mean (3.39) among the three dimensions, followed by *Instrumental Facet* with mean (3.33) and the lowest in rank is the *Cognitive Facet* (3.28). This indicates that teachers have good social relationship but there is always room for improvement. There is also a need for growth on their self-knowledge and skills. Recognition of teachers' performance and contributions publicly is also needed. This indicates that it is not difficult to deal with their colleagues in their workplace. This implies that the respondents have satisfactory level of affective facet in their organizational climate. It indicates that the interpersonal relationship of the respondents has remarkable social relations. This means they participate, they are involved, they are cooperative, and they are supportive in all the activities in their schools.

They also have a warm relationship with each other. Literature supported the result of this study that says for an organizational employee to be effective and their group effort be successful there should be an environment wherein they could open their thoughts to their colleagues whenever they need help there are someone who lends a hand to help them (Mulki, Jaramillo, Goad & Pesquera, 2015). Park and Seo (2017) said that one critical domain of organizational functioning is the affect climate, in which organizations systematically shape the affective processes in the organization’s effectiveness. It implies that if the affective climate in school is satisfactory there will be a harmonious relationship between workers and their group performance will become highly productive and effective. While Cognitive Facet data is ranked last with lowest mean of 3.28 and standard deviation of .42, which is interpreted as *satisfactory*. The data reveals that the respondents were aware of their professional growth and responsibilities and their efforts were appreciated in their organization. This indicates that not all are given chance to continue their graduate studies. The literature is saying that professional growth, innovations, and the freedom to manage one’s own plan regarding work are all necessary because they feel more accountable and responsible with the outcome of their efforts. Further, that skill improvement and development on job is important because it will affect his or her capability to perform the work successfully. When a person continually improves his skills he becomes competent and most likely will perform and is motivated to do their work at its best (Colquitt, Lepine, & Wesson 2013; Robbins & Judge, 2013).

Table 1. **Summary Table of Organizational Climate**

Items	Mean	SD	SR	VI
Affective Facet	3.39	.44	Frequently	Satisfactory
Cognitive Facet	3.28	.42	Frequently	Satisfactory
Instrumental Facet	3.33	.48	Frequently	Satisfactory

Legend: SD = Standard Deviation SR = Scaled Response VI = Verbal interpretation

Extent of Teachers’ Self-efficacy

Table 2 shows that *Emotional self-efficacy* got the highest overall mean score of 3.44 and a standard deviation of .44, the emotional self-efficacy of the respondents is interpreted as *high* emotional self-efficacy. This means they are able to handle or manage their emotions in every situation that they are in.

Table 2. Summary Table of Self-efficacy

Items	Mean	SD	SR	VI
Decisional self-efficacy	3.29	.44	moderately true	High
Emotional self-efficacy	3.44	.44	moderately true	High
Motivational self-efficacy	3.23	.43	moderately true	High
Legend: SD = Standard Deviation		SR = Scaled Response		VI =
Verbal interpretation				

The implication of this results shows that the teachers are effective in the regulation of their individual emotions and able to lessen interpersonal conflict in the workplace. In the study of Mulki, Jaramillo, Goad and Pesquera (2014) findings show that regulation of emotion or emotional self-efficacy is critical for reducing interpersonal conflict and for effective job performance. Regulation of emotions is found to impact job performance directly, as well as indirectly, by reducing felt stress. Some level of interpersonal conflict is unavoidable when a large number of people are working together; yet, regulation of emotions can help a person in creating more professional work environment, and to ensure support from colleagues in order to meet the needs of customer. The literature is saying that emotions play roles in causing stress and is associated to psychological problems. Unable to manage one’s emotions destroy social relationship leading to interpersonal conflict (Kinicki & Fugate, 2012). People with high emotional self-efficacy skill are more likely enjoy the work and relational conflict is less likely to escalate (McShane & Von Glinow, 2016). *Decisional Self-efficacy* shows their overall mean of 3.29 and standard deviation of .44, interpreted as *high self-efficacy*. The results suggest that the respondents have high decisional self-efficacy skills. It shows that the respondents can be able to make decisions even in tough situations with a lot of care, thinking of the objectives before choosing, they also consider all the possible information and alternatives before making decisions. They even able to handle unwanted pressures in making choices. Coquitt, Lepine, and Wesson (2013) suggest that decision making is so important in organizations because it refers to the process of generating and choosing from a set of alternatives to solve a problem. Whereas, decisional self-efficacy will help when people are confronted with challenging tasks, because some may become less sure of their efficacy in times of difficult situations (Bailey, Shilington, Harshaw, Funnell, VanWingen & Col, 2016). Decisional self-efficacy is important for an individual to avoid delay in making decisions, especially in very challenging decisions (Bailey, et al., 2016). Finally, *Motivational Self-efficacy* with the overall mean of 3.23 and a standard deviation of .43, interpreted as *high*

motivational self-efficacy. The implication of this result shows that the teachers have the ability to motivate themselves even in tough situations.

Level of Conflict-Management of Teachers

The following were the researcher's findings on the level of conflict management of the teachers in Faith-based Educational Institution in the Philippines in terms of obliging, compromising, dominating, integrating and avoiding. Table 3 shows that conflict management of teachers in terms of *Integrating style* with the overall mean of 3.29 and a standard deviation of .41, interpreted as moderately practiced.

Table 3. **Summary Table of Conflict Management**

Items	Mean	SD	SR	VI
Integrating	3.29	.41	Agree	Moderately Practiced
Compromising	3.10	.39	Agree	Moderately Practiced
Obliging	3.01	.43	Agree	Moderately Practiced
Avoiding	2.98	.48	Agree	Moderately Practiced
Dominating	2.65	.55	Agree	Moderately Practiced

Legend: SD = Standard Deviation SR = Scaled Response VI=Verbal interpretation

The result indicates that teachers practice integrating style of conflict management moderately in every conflict situation in their workplace. The strength of this approach is that it should provide a mutual-benefits (win-win) solution and results in the conflict being resolved for the long term. Win-win situation occurs when both parties get what they want (Hitt, Miller & Colella, 2016). The major drawback to this approach is that it is time consuming. This approach is the most appropriate for complex problems, strategic planning, and innovation (Scandura, 2016; Wood, et al., 2016). Rahim (2011) highlights the two distinctive elements in this style called confrontation and problem solving. Confrontation is characterized by open communication, clarify misunderstanding, examining the underlying causes of conflicts and it is considered as pre-requisite of problem solving. *Compromising style* with the overall mean of 3.10 and a standard deviation of .39, which is interpreted as moderately practiced. The indication of the result shows that teachers moderately practiced compromising conflict management style in their conflict management in certain conflict situations. This means that teachers practice the give-and-take approach that they give other party to explain and express themselves, too. The literature says that it is appropriate when parties have strongly opposing views and there is a little hop of an integrative solution. It may

also be the only possible approach when both parties have equivalent influence in the organization (Scandura, 2016; Wood, et al., 2016; McShane & Von Glinow, 2016). **Obliging style** with an overall mean of 3.01 and a standard deviation of .43, which is interpreted as moderately practiced. Results show that the teachers moderately practice obliging conflict management in conflict situations. The result indicates that the teachers give in to the demands of their colleagues and they set aside their own concerns. The literature is saying that it might be the best approach if the person is not sure they are right about a preferred course of action or it is politically best because the matter is so important to the other party. The weakness of this strategy is that is temporary, but its strength is that it will resolved the problem rather quickly (Scandura, 2016; Wood, et al.2016). As suggested by Rahim this style may take the form of selfless generosity, charity, or obedience to the party's order. An obliging person can be defined as a "conflict absorber". **Avoiding style** with the overall mean of 2.98 and a standard deviation of .47, interpreted as moderately practiced. The result shows that teachers practice avoiding style of conflict management in their workplace. Literature said that this approach reflects an inability to deal with conflict, and the person withdraws from the conflict situation. This approach sidesteps the issues, which may be important, but there is no attempt to conform and resolve them. In this conflict outcome, neither party gets what is initially desired (Hitt, et al., 2016). This style might be appropriate for trivial decisions or when the possibility of unproductive conflict is so high that it is better to avoid discussion rather than risk performance. The weakness of this approach is that by pretending conflict does not exist it rarely goes away and it may be a temporary fix and the conflict will return in the future (Scandura, 2016; Wood, et al., 2016). **Dominating style** presents the conflict management of teachers with the overall mean of 2.65 and a standard deviation of .55, which is interpreted as moderately practiced. Results show that teachers moderately practice dominating style of conflict management whenever there is conflict in their workplace. In this approach, the individual is high with respect to his or her own concerns but low with respect to the concerns of others (Rahim, 2002; Oszoy, 2016). People adopting this approach take a win-lose approach to problem solving, and their focus is on winning their position at the expense of others (Scandura, 2016; Wood, et al., 2016; McShane & Von Glinow, 2016). A dominating person stands up for own rights and ignore other's needs and expectation; try to defend personal positions that he believes being as correct and right says Rahim, (2011).

Relationship Results of Organizational Climate and Conflict Management

Table 4 presents result of the relationship between organizational climate and conflict management. The results indicate that statistically, there is a significant relationship between organizational climate in terms of obliging, compromising, integrating and avoiding and organizational climate.

Table 4. Correlation Table of Organizational Climate and Conflict Management

	Affective Facet			Cognitive Facet			Instrumental Facet		
	<i>r</i>	<i>p</i>	VI	<i>r</i>	<i>p</i>	VI	<i>r</i>	<i>p</i>	VI
Obliging	.404**	.000	S	.372**	.000	S	.380**	.000	S
Compromising	.418**	.000	S	.415**	.000	S	.333**	.000	S
Dominating	.123*	.028	S	.088	.115	NS	.109	.051	NS
Integrating	.450**	.000	S	.476**	.000	S	.342**	.000	S
Avoiding	.248**	.000	S	.276**	.000	S	.239**	.000	S

**Correlation is significant at the 0.01 level (2-tailed) $r =$ relationship VI = verbal interpretation

* Correlation is significant at the 0.05 level (2-tailed) $p =$ significance

The table shows that only dominating conflict management, cognitive facet and instrumental facet shows no significant relationship with a Pearson correlation of .088 and .051 respectively ($p < .05$, 1-tailed). The correlation of obliging to affective, cognitive and instrumental facets have positive Pearson correlation of .404 ($p < .01$, 2-tailed), .372 ($p < .01$, 2-tailed), and .380 ($p < .01$, 2-tailed), respectively. This shows that there is a positive correlation between obliging and organizational climate. Such implies that when the affective, cognitive and instrumental facet of an organization is high, teachers may practice obliging kind of conflict management. The correlation of compromising to affective, cognitive and instrumental facets have positive Pearson correlation of .418 ($p < .01$, 2-tailed), .415 ($p < .01$, 2-tailed), and .333 ($p < .01$, 2-tailed), respectively. This also shows that when the affective, cognitive and instrumental facet of the organizational climate is high most likely the teachers will use compromising style of conflict management. It is also true with that organizational climate affects the collaborating and avoiding conflict management practices of teachers. However, statistics show that cognitive and instrumental facet is negatively correlated to dominating with a negative Pearson correlation of .115 and .109 ($p < .01$ 2-tailed). In general, the implication of this result is that there is a significant relationship between organizational

climate and conflict management. In the study of Tjoysvold, Poon, and Yu (2005), results show that managing conflict cooperatively is the foundation for team effectiveness in China this means that good interpersonal relationships in a group of workers such as teachers needs to support each other in order for their group effort to become fruitful and effective

Relationship between Self-efficacy and Conflict Management

Table 5 presents the correlation between self-efficacy to conflict management using Pearson Correlation of the teachers in Faith-based education institution. The data reveals that self-efficacy and conflict management is significantly correlated with each other in terms of obliging, compromising, integrating and avoiding. This shows that teachers with high self-efficacy are likely use obliging, compromising, integrating or avoiding styles.

Table 5. Correlation of Self-efficacy and Conflict Management

	Decisional			Emotional			Motivational		
	<i>r</i>	<i>p</i>	VI	<i>r</i>	<i>p</i>	VI	<i>r</i>	<i>p</i>	VI
Obliging	.336**	.000	S	.314	.000**	S	.351	.000	S**
Compromising	.425**	.000	S	.375	.000**	S	.442	.000	S**
Dominating	.101	.070	NS	.080	.151	NS	.174	.002	S**
Integrating	.484**	.000	S	.463	.000**	S	.582	.000	S**
Avoiding	.215**	.000	S	.277	.000**	S	.314	.000	S**

**Correlation is significant at the 0.01 level (2-tailed) *r* = relationship VI = verbal interpretation

* Correlation is significant at the 0.05 level (2-tailed) *p* = significance

The result of this study is supported by Perez, Medina and Munduate (2011) that self-efficacy of a person is positively correlated to manage conflicts at work. Their findings suggest that high self-efficacy has a better objective outcome than those with low self-efficacy. On the other hand, findings of this study is opposite with the findings of Ergeneli, Camgoz, and Karapinar (2010) states that overall, the result indicated that there is likely to be an effect of self-efficacy scores on conflict-handling styles of individuals according to relative authority position of the two parties. However, the effects of self-efficacy on dominating and obliging conflict management style were found not to be significant with either superiors or peers but self-efficacy was found to be positively related to the use of the integrating style in conflict with peers but not with superiors. The result of this study is also supported in the study of Pinchevsky and Bogner (2014) that the teachers’ perceptions of self-efficacy predicted

positively the use of the integrating, obliging, and compromising styles. Teachers adopted integrating styles because this shows that teachers shows high concern for students and they have the ability to help students and the teachers also have a high level of responsibility, motivation and self-knowledge in terms of students welfare. Teachers use obliging style when they have trust in the abilities of the students' performance, this only means that they are student centered. The compromising style of teachers is used when they respect the rights of the students, seeking a middle-ground position to find a solution to the existing conflict. Decisional and emotional self-efficacy has no significant relationship with the dominating style of conflict management because people with emotional stability or self-efficacy are calm, self-confident and secure. They also have positive emotions that enhance their problem solving skills, so people with high decisional self-efficacy find better solutions to problems (Robbins & Judge, 2013; Borkowski, 2017, p.315).

Difference in Conflict Management Considering Age

Table 6 presents the correlations between conflict management in terms of obliging, dominating, compromising, and avoiding and age of teachers. It shows that there is no significance difference between conflict management considering the age of the teachers with the significance level of $p \leq .05$; but there is a significant difference between integrating and age of teachers. The data reflected that there is no significant difference in the obliging and age ($p .685 \geq .05$); compromising and age ($p .104 \geq .05$); dominating and age ($p .192 \geq .05$); and avoiding and age ($p .108 \geq .05$).

Table 6. **Difference in Conflict Management Considering Age**

Conflict Management	Age	N	Mean Rank	SD	F (3, 316)	Sig.	VI
Obliging	41 – 50	86	3.04	.43	.496	.685	NS
	20 – 30	96	3.03	.40			
	51 – 60	62	2.99	.52			
	31 – 40	76	2.98	.38			
	total	320	3.01	.43			
Dominating	20 – 30	96	2.72	.52	1.590	.192	NS
	31 – 40	76	2.55	.49			
	41 – 50	86	2.61	.53			
	51 – 60	62	2.70	.69			
	total	320	2.65	.55			
Compromising	41 – 50	86	3.16	.36			
	51 – 60	62	3.15	.44			

	31 – 40	76	3.08	.37			
	20 – 30	96	3.03	.40			
	total	320	3.10	.39			
Avoiding	41 – 50	86	3.04	3.04	2.038	.108	NS
	51 – 60	62	3.02	3.02			
	31 – 40	76	2.96	2.96			
	20 – 30	96	2.89	2.89			
	total	320	2.98	2.98			
Integrating	41 – 50	86	3.39	.39	4.009	.008	S
	51 – 60	62	3.37	.44			
	31 – 40	76	3.27	.37			
	20 – 30	96	3.19	.43			
	total	320	3.29	.41			

$p \leq .05$ level of significance

The result implies that teachers had comparative conflict management in terms of obliging, dominating, compromising, and avoiding and age. Therefore, the null hypothesis which states that “there is no significant difference between organizational climate and self-efficacy to conflict management in terms of obliging, dominating, compromising and avoiding considering age” is accepted. On the contrary, the data also shows that there is a significant difference in the *integrating* conflict management and age of teachers between 41 to 50 ($p .008 \leq .05$). therefore, the null hypothesis which states that “there is no significant difference between organizational climate and self-efficacy to conflict management in terms collaborating considering age” is rejected. While in the study of Yeung, Fung and Chan (2015) result showed that older employees utilized more of avoiding to deal with conflicts with superiors and less dominating with subordinates. Their finding suggests that use of different conflict management styles depends of the age of the users. Even if there is no significant difference between male and female it is shown according to mean that older teachers tends to use *obliging, compromising or avoiding* while younger teachers tends to use *dominating* conflict management styles. In the study of Havenga (n.d.) with regard to age it was determined that except for the dominating style other conflict-handling styles were used to the same extent by different age groups. It has also become clear that with the younger age group a strong correlation exists between *compromising* and *obliging*. Maybe because older teachers are more experienced than the younger ones

Conclusion

The findings of this study suggest that organizational climate and self-efficacy is significantly related to the choice of conflict management styles or practices. Teachers with a satisfactory

organizational climate tend to the practice integrating, compromising, obliging, and/or avoiding styles of the teachers with integrating as the highest. This shows that the teachers in faith-based basic educational institution in the Philippines show high regard and concern of others; they have shown maturity, openness, and respect to individual differences. This also shows that the teachers emphasize rational considerations between the parties. They are open with each other and they are willing to exchange information that they may reach effective solution acceptable to both parties.

Teachers with high self-efficacy tend to use obliging, compromising, integrating and avoiding styles. Furthermore, sex and educational attainment found no significant difference in the choice of conflict management styles. Finally, teachers between 41-50 years old chose integrating conflict management style. Further study may be conducted in the context of faith-based higher education institution to find out what other implications it can bring.

REFERENCES

- Abdel-Hadi, S. A. (2017). Emotional self-efficacy among a sample of faculty members and its relation to gender (male/female), experience, qualification and specialization. *International Education Studies*, 10(1), 211-224.
- Aydogdu, B. N., Celik, J., & Eksi, H. (2017). The Predictive role of interpersonal sensitivity and emotional self-efficacy on psychological resilience among young adults. *Eurasian Journal of Educational Research*, (69), 37-54.
- Bailey, R. A., Pfeifer, M., Shillington, A. C., Harshaw, Q., Funnell, M. M., VanWingen, J., & Col, N. (2016). Effect of a patient decision aid (PDA) for type 2 diabetes on knowledge, decisional self-efficacy, and decisional conflict. *BMC health services research*, 16(1), 10.
- Bandura, A. (2016). *Self-efficacy for agentic Positive Psychology*. <http://positivepsychologyprogram.com/bandura-self-efficacy/>
- Bandura, A. (1977). Self-efficacy: toward unifying theory of behavioral change. *Psychological Review*, 82. 191-215. doi:10.1037/0033-295x.84.2.191
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman.
- Bartolata, R. L. (2014). Conflict management styles and personality types of administrators of nursing schools in Albay, Philippines. *International Journal of Technical Research and application*, 5(2), 61-63.
- Beitler, L. A., Machowski, S., Johnson, S., & Zapf, D. (2016), "Conflict management and age in service professions", *International Journal of Conflict Management*, Vol. 27(3).

- Berberick, T.R., Lindsay, P., & Fritchen, K. (2017). *The leadership habit: transforming behaviors to drive results*. Wiley: USA.
- Cadiz, A. P., Villena, D. H., & Velasco, A. H. (2016). A Conflict Management Program for Teachers. *The Normal Lights*, 10(2).
- Caesens, G., & Stinglhamber, F. (2014). The relationship between perceived organizational support and work engagement: The role of self-efficacy and its outcomes. *Revue Européenne de Psychologie Appliquée/European Review of Applied Psychology*, 64(5), 259-267.
- Cardoso, M. D., & Uy, C. C. (2015). Organizational Climate: It's Implication to Job Satisfaction and Performance of Personnel in State Universities and Colleges (SUCs) in Eastern Visayas Philippines. *Countryside Development Research Journal*, 3(02), 55-62.
- Chaudhary, R., Rangnekar, S., & Barua, M. K. (2014). Organizational climate, climate strength and work engagement. *Procedia-Social and Behavioral Sciences*, 133, 291-303.
- Chen, S., Chuang Y., Chen, P. (2012). Behavioral intention formation in knowledge sharing: Examining the roles of KMS quality, KMS self-efficacy and organizational climate. *Elsevier knowledge-based systems* 31. doi:10.2016.j.knosys.2012.02.001
- Colquitt, J. A., Lepine, J. A., & Wesson, M. J. (2013). *Organizational behavior: improving performance and commitment in the workplace*. McGraw-Hill Irwin: United States of America.
- Corcoran, K. O. and Mallinckrodt, B. (2000), Adult Attachment, Self-Efficacy, Perspective Taking, and Conflict Resolution. *Journal of Counseling & Development*, 78: 473–483. doi:10.1002/j.1556-6676.2000.tb01931.x
- Daft, R. L., & Marcic, D. (2017). *Understanding management*. Cengage: Canada.
- Demirdag, S., & Kalafat, S. (2016). Applying School Administrators' Authentic Leadership Skills in Conflict Situations: the Perceptions of substitute teachers. *Universal Journal of Educational Research*, 4(7), 1644-1651.
- Ehrhart, M. G., Schneider, B., Macey W. H. (2014). *Organizational climate and culture an introduction to theory research and practice*. Routledge: New York.
- Ergeneli, A., Camgoz, S. M., & Karapinar, P. B. (2010). The relationship between self-efficacy and conflict-handling styles in terms of relative authority positions of the two parties. *Social Behavior & Personality: An International Journal*, 38(1), 13-28.
- Griffin, R. W. (2017). *Management twelfth edition*. Cengage: United States of America.

- Griffin, R. W., Phillips, J. M., & Gully, S. M. (2017). *Organizational behavior: managing people and organizations twelfth edition*. Cengage Learning: Boston MA, United States of America.
- Havenga, W. (n.d.) Gender and age differences in conflict management within small business. *SA Journal of Human Resource Management*.
- Hitt, M.A., Miller, C.C., Colella, A. (2016). *Organizational behavior 4th edition*. Wiley: United States of America.
- Hun-Joon, P., & Seung-Wan K. (2014). The influence of the founder's ethical legacy on organizational climate: empirical evidence from South Korea. *Social Behavior & Personality: An International Journal*, 24(2), 211-222. Doi:10.2224/sbp.2014.42.2.211
- In-jo, P., & Heajung, J. (2015). Relationships among future time perspective, career and organizational commitment, occupational self-efficacy, and turnover intention. *Social Behavior & Personality: An international journal*, 42(9), 1547-1561. doi:10.2224/sbp.2015.43.9.1547
- Jee, Young S. (2016). Person-organization fit, family-supportive organization perceptions, and self-efficacy affect work-life balance. *Social behavior & personality: an international journal*, 22(6), 911-922. doi:10.2224/sbp.2016.44.6.911
- John, M. C. (2017, May). Leadership style, school climate, and the institutional commitment of teachers. *In International Forum Journal* (Vol. 1, No. 2).
- John, M., & Taylor V, J. (2017). Leadership style, school climate, and the institutional commitment of teachers. *International forum journal*, 1(2).
- Kaplan, L. S. & Owings, W. A. (2017). *Organizational behavior for school leadership leveraging your school for success*. Routledge: New York.
- Karbasi, S., Samani, S. (2016). Psychometric Properties of Teacher Self-efficacy Scale. *Procedia-Social and Behavioral Sciences* 217 (2016) 618-621. doi:10.1016/j.sbspro.2016.02.069.
- Khalid, S., Fatima, I., & Khan, W. (2015). Personality traits and conflict management in bankers. *Journal of Behavioral Sciences*, 25(2), 165-182.
- Khalid, S. & Fatima I. (2016). Conflict types and conflict management styles in public and public private hospitals. *Pak Armed Forces Med J* 66(1), 122-126.
- Kim, B., Rhee, E., Ha, G., Yang, J., & Lee, S. M. (2016). Tolerance of uncertainty: links to happenstance, career decision self-efficacy and career satisfaction. *Career Development Quarterly*, 64(2), 140-152. doi:10.1002/cdq.12047
- Kimani, C., Wanyonyi, B. E., & Amuhaya, I. M. (2015). Conflict management styles influencing organizational commitment among Kenya seed company employees,

- Kenya. *International journal of academic research in business and Social Science*, 11(5). doi:10.6007/IJARBSS/v5-i11/1915.
- Kinicki, A. & Fugate, M. (2014). *Organizational behavior: key concepts, skills & best practices fifth edition*. McGraw-Hill: New York.
- Koles, B., & Kondath, B. (2015). Organizational climate in Hungary, Portugal, and India: a cultural perspective. *Ai & Society*, 30(2), 251-259.
- Lazarus, U.K. (2014). Conflict management strategies and employees productivity in a Negerian State Civil Service. *Journal of Business and Management Sciences*, 2(4), 90-93. DOI: 10.12691/jbms-2-4-2.
- McNamara, C. (2013). Types of managerial actions that cause workplace conflicts. Free Management Library, authenticity consulting, LLC. http://www.authenticityconsulting.com/free_management_library
- McShane, S.L., Von Glinow, M. (2016). *Organizational behavior*. Mc Graw Hill Education: United States of America.
- Mohan, V., & Sharma, D. (2015). *Organizational climate in relation to work motivation and organizational commitment* (No. 2015-12-11).
- Mulki, J. P., Jaramillo, F., Goad, E. A., & Pesquera, M. R. (2015). Regulation of emotions, interpersonal conflict, and job performance for salespeople. *Journal of Business Research*, 68(3), 623-630.
- Ozsoy, E. (2016). Conflict management styles and type A personality. *The Scientific & Technological Research council of Turkey*.
- Park, M. R., & Seo, M. G. (2017). The role of affect climate in organizational effectiveness. *Academy of Management Review*, 42(2), 334-360.
- Pinchevsky, N., & Bogler, R. (2014). The Influence of Teachers' Perceived Self-Efficacy and Role Impact on their Preferences in Adopting Strategies to Resolve Conflict Situations with Students. *International studies in educational administration (Commonwealth Council for Educational Administration & Management (CCEAM)*, 42(2), 111-125.
- Pozveh, A., Z., & Karimi, F. (2016). The relationship between organizational climate and the organizational silence of administrative staff in education department. *International Education Studies*, 9(6), 120-129.
- Rahim, (2011). *Learning material on interpersonal conflict: Rahim's model*. <https://creativecommons.org/licences/by/3.0/>
- Ramos, V., & Unda, X. L. (2016). *Work Stress and Organizational Climate in an Educational Context: A comparison study between teachers and support staff*.

- Robbins, S. P., Judge, T.A. (2013). *Essentials of organizational behavior* eleventh edition. Pearson: Malaysia.
- Saeed, T., Almas, S., Anis-ul-Haq, M., & Niazi, G. S. K. (2014). Leadership styles: relationship with conflict management styles. *International Journal of Conflict Management*, 25(3), 214-225. doi.org/10.1108.IJ CMA-12-2012-0091.
- Samson, D., & Daft R. L. (2015). *Management fifth Asia-Pacific edition*. Cengage: China.
- Sanglim, K., & Sungeun, Y. (2016). Childcare teachers' job satisfaction: effects of personality, conflict-handling, and organizational characteristics. *Social behavior & Personality Journal*, 44(2), 177-184. doi:10.2224/sbp.2016.44.2.177
- Tobin, T.J., Muller, R.O. & Turner, L.M. *Soc Psychol Educ* (2016) 9: 301. <https://doi.org/10.1007/s11218-005-4790-z>
- Wekhian (2015). Conflict Management Styles in the Workplace: A Study of First Generation Arab Muslim Immigrants in the United States. *International Journal of Business and Management*; 10(11)
- Wood, J., Zeffane, R., Fromholtz, M., Wiesner, R., Morrison, R., Factor, A., McKeown, T. (2016). *Organizational behavior: core concepts and applications 4th Australasian edition*. Wiley: Singapore.
- Yeung, D. Y., Fung, H. H., & Chan, D. (2015), "Managing conflict at work: comparison between younger and older managerial employees", *International Journal of Conflict Management*, 26(3), 342 - 364
- Zenobia, N. (2015). Factors that influence the intention for voluntary turnover among teachers. *Annals of Constantin Brancusi University of Targu-Jiu. Economy Series*, (5).
- Zohar, D., & Polachek, T. (2014). Discourse-based intervention for modifying supervisory communication as leverage for safety climate and performance improvement: A randomized field study. *Journal of Applied Psychology*, 99(1), 113