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LEADERSHIP AND CONFLICT MANAGEMENT IN TACLOBAN CRIMINOLOGY SCHOOLS: BASIS FOR STRATEGIC INTERVENTION PROGRAM DEVELOPMENT

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ABSTRACT

The study investigated the leadership and conflict management practices among Criminology schools in Tacloban City as the basis for developing a strategic intervention program. Leadership and conflict management are essential components of effective school administration, influencing institutional climate, faculty performance, and organizational harmony. The research sought to determine the extent to which leadership practices are exercised by administrators and faculty members, identify the conflict management strategies most frequently utilized, and examine the relationship between these two variables. The study employed a descriptive-correlational research design using a quantitative approach. A total of 50 respondents, composed of 10 administrators and 40 faculty members from various Criminology schools in Tacloban City, participated in the study. A structured questionnaire served as the primary instrument for data collection. The tool measured leadership practices using the Leadership Practices Inventory (LPI) developed by Kouzes and Posner (2007) and conflict management strategies using the Thomas–Kilmann Conflict Mode Instrument (TKI). Data were analyzed using weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient (r) at a 0.05 level of significance. Findings revealed that leadership practices among administrators and faculty members were always practiced, with an overall weighted mean of 4.55. The highest dimension was Enable Others to Act (4.62), indicating strong collaboration and empowerment within the institutions. Conflict management strategies were often practiced, with an overall mean of 4.03. The most frequently employed strategy was Collaborating (4.37), suggesting that respondents preferred cooperative and participative resolution methods. The computed correlation of $r = 0.721$ ($p < 0.05$) showed a positive and significant relationship between leadership and conflict management practices. Based on these findings, the researcher developed the Leadership Enhancement and Development (LEAD) Program, a proposed strategic intervention focusing on leadership training, conflict resolution, communication enhancement, and team-building initiatives. The study concluded that effective leadership significantly influences conflict management, thereby promoting institutional efficiency, professional growth, and harmonious relationships within Criminology schools.

KEYWORDS: *Leadership Practices, Conflict Management, Criminology Schools, Descriptive-Correlational, Tacloban City*

INTRODUCTION

Leadership and conflict management in Criminology schools play a vital role in shaping institutional performance, professional relationships, and academic excellence. These schools serve as training grounds for future law enforcement professionals, where discipline, ethics, and collaboration are core values. Effective leadership ensures that institutional goals are achieved through motivation, empowerment, and integrity, while conflict management maintains harmony and cohesion among faculty, staff, and students. In the context of Tacloban City, understanding how Criminology schools exercise leadership and resolve conflicts is critical to sustaining institutional efficiency and a culture of respect.

Criminology education in the Philippines is continuously evolving in response to national demands for quality instruction and professional competence. However, differences in management approaches, interpersonal dynamics, and institutional structures often lead to misunderstandings and internal disputes. Such conflicts, when unresolved, may negatively affect morale, decision-making, and productivity. Hence, analyzing leadership and conflict management practices provides an empirical foundation for developing strategies that promote cooperation and organizational growth.

LITERATURE REVIEW

Globally, studies reveal that leadership and conflict management are essential in achieving organizational success. Transformational leadership, as defined by Burns and expanded by Bass, emphasizes shared vision, empowerment, and personal development. Leaders exhibiting transformational traits inspire commitment and innovation among their subordinates (Litz & Blaik-Hourani, 2020; Kohn, 2024). Conflict management, on the other hand, involves systematic efforts to resolve disagreements through methods such as collaboration, negotiation, and compromise (Guo, 2025). According to Lansing et al. (2023), institutions led by empathetic and transparent leaders are more adaptive and resilient to change.

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In educational settings, Kouzes and Posner's Leadership Practices Inventory identifies five core practices, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzes & Posner, 2024). These practices promote trust, accountability, and empowerment. Meanwhile, the Thomas–Kilmann model categorizes conflict-handling behaviors into competing, accommodating, avoiding, compromising, and collaborating (John-Eke & Akintokunbo, 2020). Alan et al. (2022) found that the use of collaborative and accommodating strategies fosters teamwork and reduces tension, while authoritarian or avoidant methods tend to escalate disputes.

In the Philippine context, leadership is strongly influenced by culture and social relationships. Filipino administrators often display participative and relational leadership styles characterized by pakikisama (smooth interpersonal relations) and utang na loob (debt of gratitude) (Gabriel et al., 2020; Ferranco, 2025). Studies by Balbuena et al. (2020) and Daing and Mustapha (2023) showed that transformational and participative leadership enhances teacher motivation and creativity. Locally, conflict management practices emphasize diplomacy and empathy, prioritizing institutional harmony over confrontation (Ilac & Presbitero, 2022; Guiab & Miguel, 2023). However, Mangulabnan et al. (2021) highlighted the need for formalized conflict resolution frameworks within schools to prevent recurring misunderstandings.

Despite the abundance of leadership and conflict management studies, limited research focuses on Criminology schools in Tacloban City. Most existing literature centers on general education institutions, leaving a gap in understanding how leadership dynamics operate within criminology education, which deals with high-stakes training, discipline, and justice-oriented values. Addressing this gap provides not only institutional insight but also contributes to administrative best practices within the field.

THEORETICAL / CONCEPTUAL FRAMEWORK

This study is anchored on Transformational Leadership Theory by James MacGregor Burns and Bernard Bass, which posits that leaders can inspire followers to achieve collective goals by demonstrating vision, integrity, and motivation. It emphasizes moral commitment, shared purpose, and empowerment, attributes crucial in academic administration.

The study also draws from the Thomas–Kilmann Conflict Mode Instrument (TKI), which identifies five modes of handling conflict: competing, collaborating, compromising, avoiding, and accommodating. This model serves as a guide in analyzing how Criminology school leaders address disputes, communicate, and maintain institutional relationships.

The integration of these theories provides a dual lens: leadership as a proactive, motivational process, and conflict management as a reactive but constructive mechanism for sustaining harmony and performance in educational settings.

SIGNIFICANCE OF THE STUDY

This research holds significance for various stakeholders in Criminology education. For school administrators, the findings offer insights into effective leadership behaviors and conflict management strategies that promote unity, motivation, and productivity. For faculty members, the study provides awareness of the leadership climate and encourages active participation in decision-making and problem-solving. For students, the results foster appreciation of institutional values and the role of collaborative leadership in maintaining academic discipline.

For policy-makers and accrediting bodies, this study serves as a reference in formulating standards and professional development programs that strengthen leadership competencies in higher education. Finally, for the researcher, the study contributes to personal academic growth and the broader discourse on leadership and organizational management within criminology institutions.

OBJECTIVES OF THE STUDY

The study aimed to analyze leadership and conflict management practices among Criminology schools in Tacloban City as the basis for developing a strategic intervention
program. Specifically, it sought to:

1. Determine the extent of leadership practices among administrators and faculty members of Criminology schools in Tacloban City.
2. Identify the extent of conflict management practices utilized by administrators and faculty members.
3. Examine the relationship between leadership and conflict management practices among Criminology school personnel.
4. Propose a strategic intervention program to enhance leadership and conflict management within Criminology schools in Tacloban City.

METHODOLOGY

This study utilized a quantitative–descriptive–correlational research design to examine the relationship between leadership and conflict management practices among Criminology schools in Tacloban City. The descriptive method was used to determine the extent of leadership and conflict management practices, while the correlational method assessed the relationship between the two variables. This design was appropriate since the study sought to describe existing conditions rather than manipulate variables or establish causality.

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Research Design
This study utilized a descriptive-correlational research design to determine the relationship between leadership and conflict management practices among Criminology schools in Tacloban City. The descriptive aspect of the design was used to describe the prevailing leadership and conflict management practices as perceived by the respondents, while the correlational component identified the degree of relationship between the two variables. The approach was deemed appropriate since it enabled the researcher to gather factual information, analyze data statistically, and interpret relationships without manipulating variables.

Research Method
The study employed the quantitative method through the use of survey questionnaires. This method allowed the collection of data from respondents in a structured and standardized manner. The instrument measured two main variables: leadership practices and conflict management strategies. The quantitative design was chosen to provide measurable data that could be statistically treated to determine correlations and differences among variables.

Population of the Study
The respondents of the study were faculty members and administrators from selected Criminology schools in Tacloban City. A total of 50 respondents participated in the research, consisting of 10 administrators and 40 faculty members. These participants were selected using purposive sampling, as they possessed firsthand knowledge and experience relevant to leadership and conflict management within their respective institutions. The inclusion criteria required respondents to be full-time or regular employees of the Criminology program and to have served for at least one academic year.

Data Gathering Tools
The researcher utilized a structured questionnaire divided into two main parts. The first part focused on the leadership practices, based on Kouzes and Posner's (2007) Leadership Practices Inventory (LPI) model, which includes five components: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. The second part assessed conflict management strategies using dimensions derived from Thomas and Kilmann's Conflict Mode Instrument (TKI), namely competing, collaborating, compromising, avoiding, and accommodating. Each statement was rated using a five-point Likert scale, where 5 indicated "Always Practiced" and 1 indicated "Never Practiced."

The questionnaire underwent content validation by three experts: one in research, one in leadership, and one in education management. Revisions were made according to their feedback. To ensure reliability, the instrument was pilot tested among 10 faculty members from a criminology school not included in the study. The computed Cronbach's alpha was 0.93, indicating high reliability.

Data Gathering Procedures
The researcher first sought approval from the Dean of the Graduate School of the Philippine College of Criminology and secured permissions from the respective heads of the participating Criminology schools. Upon approval, the researcher personally administered the survey questionnaires to the identified respondents. Before participation, respondents were informed about the purpose of the study, confidentiality of their responses, and voluntary nature of participation. Questionnaires were distributed and collected within a two-week period, ensuring full retrieval and completeness of data.

Treatment of Data
Weighted mean and standard deviation were used to describe the leadership practices and conflict management strategies of the respondents. To determine the significant relationship between leadership and conflict management, the Pearson Product-Moment Correlation Coefficient (r) was employed. The level of significance was set at 0.05 alpha level. Statistical analysis was conducted using SPSS (Statistical Package for the Social Sciences) software.

Ethical Considerations
The researcher ensured adherence to ethical research standards. Participation was voluntary, and respondents were given the right to withdraw at any time without penalty. Anonymity and confidentiality were maintained throughout the study; no personal identifiers were used in the data presentation. The researcher also sought permission from the participating institutions before conducting the survey. All gathered data were used solely for academic purposes, stored securely, and destroyed after the completion of the research. The study posed no foreseeable risk to participants, as it involved minimal risk and only required their perceptions regarding leadership and conflict management practices.

RESULTS AND DISCUSSION
This section presents the findings of the study in accordance with the research objectives. Data are summarized in tables, followed by interpretation and discussion anchored on related literature.

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Profile of the Respondents

Table 1 shows the profile of the respondents in terms of sex, age, civil status, educational attainment, and years of service.

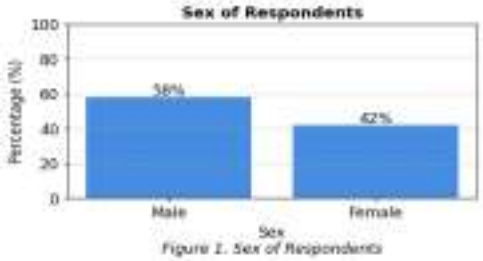


Figure 1. Sex of Respondents

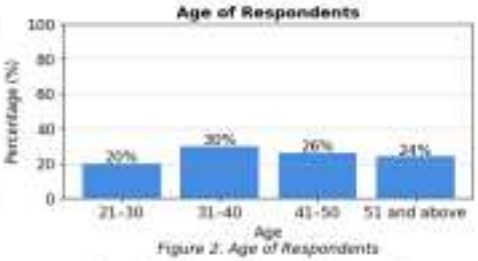


Figure 2. Age of Respondents

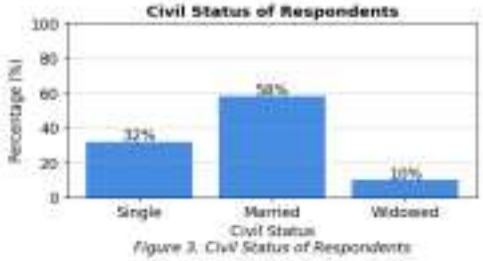


Figure 3. Civil Status of Respondents

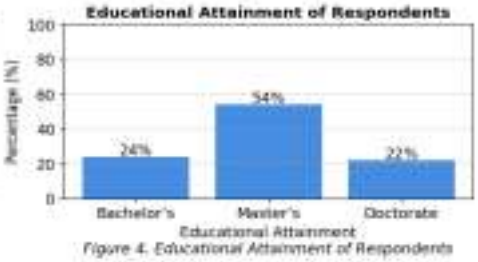


Figure 4. Educational Attainment of Respondents

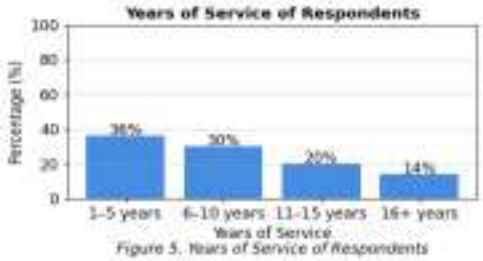


Figure 5. Years of Service of Respondents

As reflected in Figures above, most respondents were **male (58%)**, consistent with the typical gender distribution in criminology institutions. The majority were aged **31–40 years old (30%)**, signifying a relatively young teaching and administrative workforce. **Married respondents (58%)** dominated the sample, while the highest educational attainment recorded was **master's degree (54%)**, followed by **doctorate (22%)**, showing that most participants were academically qualified for their roles. Regarding tenure, **36% had 1–5 years of service**, suggesting a blend of experienced and new educators within the schools.

The demographic data reflect a professional group characterized by academic maturity and a balance between early-career and seasoned educators. Similar demographics were reported in studies by Lewa et al. (2022) and Villareal et al. (2024), highlighting how educational qualification and years of service influence leadership behavior and conflict resolution styles.

Leadership Practices of Administrators and Faculty Members

Table 2 presents the leadership practices of administrators and faculty members based on Kouzes and Posner's five dimensions.

Table 2. Leadership Practices of Administrators and Faculty Members

Leadership Practice Weighted	Mean	Interpretation
Model the Way	4.58	Always Practiced
Inspire a Shared Vision	4.51	Always Practiced
Challenge the Process	4.47	Always Practiced
Enable Others to Act	4.62	Always Practiced
Encourage the Heart	4.56	Always Practiced
Overall Weighted Mean	**4.55**	**Always Practiced**

As shown in Table 2, the overall weighted mean of **4.55** indicates that leadership practices were **"Always Practiced"** by both administrators and faculty members. The highest-rated dimension was **"Enable Others to Act" (4.62)**, implying that leaders in Criminology schools empower subordinates through collaboration, trust, and mutual respect. The lowest-rated was **"Challenge the Process" (4.47)**, though still interpreted as always practiced.

These findings support Kouzes and Posner's (2024) assertion that effective leaders mobilize others by fostering cooperation and creating opportunities for growth. Likewise, the data align with Gabriel et al. (2020), who found that Filipino leaders often emphasize empowerment and relational engagement within academic institutions.

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Furthermore, the results affirm that Criminology schools in Tacloban City exhibit **strong transformational leadership tendencies**, characterized by participatory management and moral integrity.

Conflict Management Practices

Table 3 presents the conflict management strategies employed by administrators and faculty members, measured using the Thomas–Kilmann Conflict Mode Instrument.

Table 3. Conflict Management Strategies of Respondents

Conflict Management Style Weighted	Mean	Interpretation
Competing	3.81	Often Practiced
Collaborating	4.37	Always Practiced
Compromising	4.26	Always Practiced
Avoiding	3.58	Often Practiced
Accommodating	4.14	Always Practiced
Overall Weighted Mean	4.03	Often Practiced

The results show that **collaborating (4.37)** and **compromising (4.26)** were the most commonly practiced conflict management strategies, both interpreted as "Always Practiced." These findings suggest that administrators and faculty prefer mutually beneficial solutions and open dialogue when handling disputes. The least used strategy was **avoiding (3.58)**, indicating that respondents rarely neglect or withdraw from conflicts. The data are consistent with Guiab and Miguel (2023), who reported that Filipino educators often favor collaborative approaches to maintain harmony. Similarly, Alan et al. (2022) and Bakari & Makulilo (2022) emphasized that constructive engagement in conflict resolution enhances teamwork and organizational trust.

Relationship Between Leadership and Conflict Management Practices *Table 4* presents the correlation between leadership and conflict management among Criminology school personnel.

Table 4. Relationship Between Leadership and Conflict Management

Variables Correlation Coefficient (r)		p-value	Interpretation
Leadership Practices and Conflict Management	0.721	0.000	Significant Relationship

Table 4 reveals a positive and significant correlation ($r = 0.721$, $p < 0.05$) between leadership practices and conflict management. This implies that as leadership practices improve, conflict management also becomes more effective. The result substantiates findings by Lewa et al. (2022) and John-Eke & Akintokunbo (2020), who found that leadership behavior significantly predicts conflict resolution outcomes in educational institutions. Transformational leaders, in particular, use participatory approaches that encourage collaboration, reduce tension, and strengthen institutional harmony. Thus, effective leadership serves as a foundation for positive conflict management in Criminology schools, aligning with Burns' transformational theory and the Thomas–Kilmann model.

CONCLUSION AND RECOMMENDATIONS

The study concluded that both Criminology administrators and faculty members in Tacloban City demonstrate strong leadership and conflict management practices, though at varying degrees. Administrators obtained higher overall ratings on the Leadership Practices Inventory (LPI), indicating that they "almost always" model effective leadership behaviors such as inspiring a shared vision, enabling others to act, and encouraging the heart, while faculty members were found to "very frequently" exhibit these same traits. In conflict management, collaborating and compromising emerged as the most preferred styles, reflecting a tendency among both groups to promote cooperation and constructive resolution. Statistical analyses using the Mann–Whitney U test confirmed significant differences between the perceptions of administrators and faculty in all leadership and conflict dimensions, while Kendall's Tau-B correlation revealed a significant negative relationship between leadership and conflict management, suggesting that effective leadership reduces the likelihood of unresolved conflicts. These findings affirm that leadership effectiveness and conflict management are interrelated and essential to maintaining institutional harmony. In response to these results, a Leadership Enhancement and Administrative Development (LEAD) Program was designed to strengthen leadership and conflict resolution capabilities through capacity-building seminars, teamwork activities, and continuous performance evaluation. It is therefore recommended that Criminology schools in Tacloban City adopt and institutionalize the LEAD Program as part of their professional development framework, encourage participatory governance, and promote open communication between administrators and faculty. Further studies are also recommended to explore other factors influencing leadership and conflict management, such as emotional intelligence and organizational culture, to sustain and enhance effective leadership practices in higher education institutions.

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