MORAL BEHAVIOR LEADERSHIP PRACTICES AND CONFLICT MANAGEMENT STYLES OF SCHOOL HEADS

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ABSTRACT

 The present research study was design to investigate the Moral Behaviour: Leadership Practices and Conflict Management Styles of School Heads in select schools of SDO Laguna and SDO Quezon. (1) understands that a sure means for improving the conduct of leaders is through cultivating, and rewarding sustainable ethical practices and behaviour (2) establish a place that leaders, across all sectors, look to for guidance, partnership, and support to develop and improve the ethical culture among their executive and board leadership and within their organizations (3) provides leaders and future leaders with the education, training, consulting, and critical thinking tools needed to make ethical decisions for real-world challenges, and(4) prepare leaders to deal with the more complicated and subtle critical-thinking and decision-making processes required to create an organizational culture where ethical practice and behaviour become habit so that their organizations can be sustainable over the long term. This study will utilize descriptive methods of research with one hundred (100) teacher respondents from Laguna and Quezon. Purposive sampling will be used to a certain total number of respondents. For analysis, the demographic profile of the respondents, frequency and percentage were utilized. To determine the level of perceived moral behaviour, leadership style and conflict management style of the school heads, mean with standard deviation was used. Also, Pearson Product Movement Correlation Coefficient (r) was utilized to test if the perceived moral behaviour and leadership style have a significant relationship to the conflict management style of the school heads. The research found out that the perceived moral behaviour and leadership style of the school leaders have no significant relationship with their perceived conflict management style. The empirical results reported herein should be considered in the light of some limitations. The sample size may not reflect the different situations regarding moral behaviour and leadership style to the perceived conflict management style of school heads. Thus, it can be used as a reference and is subject to further research.
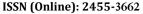
KEYWORDS – *Moral Behaviour, Conflict Management Styles, School Heads, Leadership Practices.*

INTRODUCTION

Understanding the complexities of moral behaviour, defining what is good and wrong, and creating one's own particular moral code are all crucial aspects of adolescent growth. Changes in social interactions, biological processes, cognitive ability, and self-understanding aid moral development during adolescence. These modifications impact morality, prosocial behaviour (e.g., voluntary behaviour designed to benefit another, such as soothing, sharing, and assisting), and civic involvement. In terms of social interactions, for example, while families remain essential during adolescence, peers become more powerful, and parent–adolescent relationships vary as autonomy grows. Advances in executive functioning and regulatory control in the brain enable youth to think more abstractly and better appreciate the perspectives and societal ideas of others. Furthermore, interpersonal negotiation and social problem-solving skills are important. Furthermore, social problem-solving and interpersonal bargaining abilities improve, as does comprehension of one's psychological and moral self in connection to others. Adolescence is a crucial era for studying moral development because of these changes. Although there is a lesser corpus of study on adolescent moral thinking, prosocial conduct, moral identity, and moral emotions, much of the research on adolescent moral development has concentrated on negative behaviours like aggressiveness and delinquency. We draw on all of the above sets of research in this article, with a

particular focus on teenage moral thinking, moral feelings, and positive conduct (i.e., prosocial behaviour, empathy-related responding).

Ethical issues are a worldwide phenomenon. It is an important issue to corporate organizations; and corporate leaders must take proactive measures. Ethical leaders are perceived as having a broad ethical awareness and concern for all stakeholders which includes employees. Therefore, leaders must create an ethically friendly work environment for all employees, communicate ethical issues, serve as role models, and put mechanisms in place for the development of responsible employees. It is expected that leaders who exhibit ethical behavior would be more likely to consider the needs and rights of employees and treat them fairly. Indeed, all employees want to work for a truly and responsible employer and as such, corporate leaders must fulfil their obligations on ethical issues and rise up to these expectations. Thus, the following recommendations from the empirical literature are guidance for corporate leaders in the management of ethical issues (Collins, 2010; Trevino & Brown, 2004, Upadhyay & Singh, 2010): The CEO must be the chief ethic officer of his/her organization. This is necessary to personally assess areas for ethical risks such as guidance on ethical issues, monitoring the organization's adherence to ethical codes, monitoring organization's ethics policy and overseeing ethics training programmes. He/she must ensure a strong ethical

culture (a total quality management of ethics) within the workplace. The values and norms of the workplace should be in accordance with ethical issues with systematic approach of total quality management of ethics. The total quality management approach to ethics can help to determine the root cause of ethical behavior and be managed appropriately.

Organizations should strive to hire ethical people. Organizations should focus on ethical skills along with the technical skills in the recruitment screening process. Information on potential employee ethical behavior can be obtained from resumes, reference checks, background checks and integrity tests. Organizations should ensure that all employees participate in ethics training programmes. This will serve as an opportunity for employees to learn and evaluate the impact of ethics on activities and organizational performance. Corporate leaders should reward ethical conduct and discipline unethical conducts. Leaders should make decisions that promote and compensate employees who are not only good at what they do but also have sound relationships and have developed a reputation with customers and co-workers. The 360-degree performance management system evaluation can be used for ethical behavior decisions.

OBJECTIVES OF THE STUDY
The major purpose of this study was to determine the relationship of perceived moral behavior and leadership style to the conflict management style of the school heads.

It specifically aims to meet the following objectives: (1) understands that a sure means for improving the conduct of leaders is through cultivating, and rewarding sustainable ethical practices and behavior (2) establish a place that leaders, across all sectors, look to for guidance, partnership, and support to develop and improve the ethical culture among their executive and board leadership and within their organizations (3) provides leaders and future leaders with the education, training, consulting, and critical thinking tools needed to make ethical decisions for real-world challenges, and(4) prepare leaders to deal with the more complicated and subtle critical-thinking and decision-making processes required to create an organizational culture where ethical practice and behavior become habit so that their organizations can be sustainable over the long term

MATERIALS AND METHODS
This study will utilize descriptive methods of research with one hundred (100) teacher respondents from Laguna and Quezon.

Purposive sampling will be used to a certain total number of respondents.

The researchers will use questionnaire checklist with 5 scales namely: 5-Always, 4- Seldom, 3-Sometimes, 2-Rarely and 1-Never. It is divided into three (3) components: Profile of the respondents, Level of Soft Skill on Moral Behaviour and Extent of Management and Leadership Practices.

The questionnaire is intended for validation for the reliability of the instrument and the result will be analysed and interpreted using the data gathered from the respondents.

Research Design
The descriptive-correlational method is used to determine moral behaviour and its relationship to leadership and management practice.

The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007).

According to Creswell, correlational research designs are used by investigators to describe and measure the degree of relationship between two or more variables or sets of scores. When we want to see if there is a relationship between variables or to predict an outcome.

Therefore, a descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection.

Participants/Respondents
One hundred (100) randomly selected respondents composed of teachers from Laguna and Quezon Province are used as respondents in this research to assess and evaluate the moral behaviour as to leadership and management practice.

A simple random sampling technique will be used to select the respondents. It is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group.
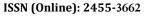
Instrumentation
The researchers came up with the three main statements of the problem of which each one has its 10 indicators utilizing the Likert Scale. After the collaboration of the researchers, the instrument will be forwarded to the GSAR professors for validation before being implemented to 100 respondents.

The rating scale below was used to interpret the computed mean from the response of the respondents to determine the level of perceived moral behavior, leadership style and conflict management style of the school heads.

Range	Verbal Interpretation
4.20 – 5.00	Outstanding
3.40 – 4.19	Very Satisfactory
2.60 – 3.39	Satisfactory
1.80 – 2.59	Fair
1.00 1.79	Poor

Data Collection Procedure
The researchers will seek permission to conduct this study to the public Schools District Supervisor through a letter as endorsed by the President of LSPU in the chosen locale of the study. Upon approval, the researchers will request to the District Supervisor an endorsement to the school head for the conduct of the study. The researchers will ask for the participation of the respondents in the research process using the informed consent form. The researchers will ensure that the privacy and confidentiality of the respondents and their

respective accounts are protected. The above-mentioned steps will be systematically done to ensure that all ethical considerations will be followed. The data gathered will be encoded accordingly.

Ethical Consideration

An individual has its own right in data privacy in processing the personal information and their legal entities. It is based on the R.A 10173 – DATA PRIVACY ACT OF 2012.

In this research study all the data gathered, and the identity of the teacher-respondents are purely secured and treated with utmost confidentiality. Information from the teachers will be subjected for proper archival once the study has finished.

Data Analysis

The data and relevant information gathered from the survey questionnaires were tallied, organized, and presented in tabular form for better interpretation and analysis. The different statistical tools were utilized to analyse the data gathered.

To know the demographic profile of the respondents, frequency and percentage were utilized. To determine the level of perceived moral behavior, leadership style and conflict management style of the school heads, mean with standard deviation was used. Also, Pearson Product Movement Correlation Coefficient (r) was utilized to test if the perceived moral behavior and leadership style have a significant relationship to the conflict management style of the school heads.

RESULTS AND DISCUSSION

Table 1. Demographic Profile of the Respondents in terms of Age

Age	f	%
23-32	44	36.67
33-42	46	38.33
43-52	24	20
53-62	6	5
∑	**120**	**100**

The table shows that out of one hundred twenty (120) respondents, the majority of 46 or 38.33% were age 33-42, 44 or 36.67% of them were age 23-32, 24 or 20% were age 43-52 and the least 6 or 5% were age 53-62.

Table 2. Demographic Profile of the Respondents in terms of Sex

Sex	f	%
Male	16	13.33
Female	104	86.67
∑	**120**	**100**

The table shows that out of one hundred twenty (120) respondents, the majority of 104 or 86.67% were female while the remaining 16 or 13.33% were male.

Table 3. Demographic Profile of the Respondents in terms of Civil Status

Status	f	%
Single	35	29.17
Married	81	67.50
Separated	1	0.83
Widowed	3	2.50
∑	**120**	**100**

The table shows that out of one hundred twenty (120) respondents, the majority of 81 or 67.50% were married, 35 or 29.17% were single, 3 or 2.50% were widowed and only 1 or 0.83% were separated.
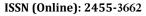
Table 4. Demographic Profile of the Respondents in terms of Religion

Religion	f	%
Catholic	90	75.00
Born Again/Christian	18	15.00
Iglesia ni Kristo	4	3.33
Others	8	6.67
∑	**120**	**100**

The table shows that out of one hundred twenty (120) respondents, the majority of 90 or 75% were catholic, 18 or 15% were born again, 4 or 3.33% were Iglesia ni Kristo while 8 or 6.67 were preferred not to mention their religion.

Table 5. Demographic Profile of the Respondents in terms of Designated School

School	f	%
Sta. Maria INHS	12	10.00
Don Manuel Rivera MINHS	11	9.17
Plaridel INHS	8	6.67
San Marcelino ES	7	5.83
Magsikap IS	6	5.00
Balanac ES	5	4.17
Gen. Nakar Central School	5	4.17
San Miguel ES	4	3.33
Canaway ES	3	2.50
Catablingan ES	3	2.50
Maravilla ES	3	2.50
Biňan NHS	2	1.67
Buenavista-Cigaras ES	2	1.67
Calangay ES	2	1.67
Conception-Mojon ES	2	1.67
Lumutan ES	2	1.67
Maligaya NHS	2	1.67
Pook ES	2	1.67
PSHN	2	1.67
Sablang ES	2	1.67
ALMES	1	0.83
Angelic LS, Inc.	1	0.83
Bagong Silang ES	1	0.83
Buhay ES	1	0.83
Buli ES	1	0.83
Bungkol ES	1	0.83
Cablao	1	0.83
Cynthia Village ES	1	0.83
Daydyangaw ES	1	0.83
Dinahican ES	1	0.83
Dinigman ES	1	0.83
Halayhayin ES	1	0.83
Kabisig ES	1	0.83
Kabulusan INHS	1	0.83
Laguna Resettlement CS	1	0.83
LSPU-SCC	1	0.83
Linga ES	1	0.83
Loilo ES	1	0.83
Longos ES	1	0.83
Lumban CES	1	0.83

Lumbang ES	1	0.83
Mararaot INHS	1	0.83
Masanga ES	1	0.83
Matikiw ES	1	0.83
Maytalang ES	1	0.83
Minahan ES	1	0.83
PGMNHS	1	0.83
Ricardo A. Ponove ES	1	0.83
San Juan NHS	1	0.83
Sta.Cruz ES	1	0.83
Sta. Catalina INHS	1	0.83
Tatawiran ES	1	0.83
Tignoan ES	1	0.83
Tongohin ES	1	0.83
Umiray ES	1	0.83
∑	120	100

The table shows the total number of one hundred twenty (120) respondents from various schools – public and private, both elementary and secondary. The majority of 12 or 10% of the respondents were from Sta. Maria Integrated NHS, followed by the 11 or 9.17% from Don Manuel Rivera Memorial Integrated NHS, 8 or 6.67% from Plaridel Integrated NHS and fifty-two (52) remaining schools.

Table 6. Demographic Profile of the Respondents in terms of Position

Position	f	%
Teacher I	49	40.83
Teacher II	28	23.33
Teacher III	20	16.67
Master Teacher I	1	0.83
Head Teacher III	2	1.67
Teacher In-Charge	13	10.83
Principal I	5	4.17
Principal II	2	1.67
∑	**120**	**100**

The table shows that out of one hundred twenty (120) respondents, the majority of 49 or 40.83% were Teacher I, 28 or 23.33% were Teacher II, 20 or 16.67% were Teacher III, 13 or 10.83% were Teacher-in-Charge, 5 or 4.17% were Principal I, 2 or 1.67 were Head Teacher III and Principal II; 1 or 0.83% was Master Teacher I.

Table 7. Demographic Profile of the Respondents in terms of Years in Service

Years in Service	f	100
0-5	36	30
6-10	41	34.17
11-15	23	19.17
16-20	10	8.33
21-25	3	2.50
26 and below	7	5.83
∑	**120**	**100**

The table shows that out of one hundred twenty (120) respondents, the majority of 41 or 34.17% were 6-10 years in service, 36 or 30% were five (5) below years in service, 23 or 19.17% were 11-15 years in service, 10 or 8.33% were 16-20 years in service, 7 or 5.83% were twenty six (26) and above in service and 3 or 2.50% were 21-25 years in service.

Table 8. Level of Perceived Moral Behaviour of School Heads

Statements	Mean	SD	Verbal Interpretation
1. I act in ways that seek the welfare of others.	4.53	0.58	Outstanding
2. I perform my duties and obey universal principles without regard to feeling.	4.27	0.74	Outstanding
3. I believe that things happen according to God's will.	4.63	0.61	Outstanding
4. I act in given situations according to my virtues.	4.41	0.70	Outstanding
5. I act regarding my own self-interest.	3.91	1.12	Very Satisfactory
6. I acknowledge and respect the culture and beliefs of others.	4.63	0.65	Outstanding
7. I respect the private spaces of others the way I expect them to respect my own.	4.65	0.54	Outstanding
8. I easily admit my mistake and apologize to the person I have offended.	4.44	0.68	Outstanding
9. I find a way to be truthful to others without hurting their feelings.	4.48	0.76	Outstanding
10. I stand to my principles and moral values regardless of situations or circumstances.	4.44	0.73	Outstanding
Weighted Mean	**4.44**	**0.71**	**Outstanding**

Legend:

Range	Verbal Interpretation
4.20-5.00	Outstanding
3.40-4.19	Very Satisfactory
2.60-3.39	Satisfactory
1.80-2.59	Fair
1.00-1.79	Poor

The table shows that the weighted mean of 4.44 with a standard deviation of 0.71 revealed that the level of perceived moral behavior of the school heads was interpreted as "Outstanding". It implies that the school heads from different schools portrayed good attitudes, acted morally, and demonstrated kindness to their colleagues.

Table 9. Level of Perceived Extent Leadership Styles of School Heads

Statements	Mean	SD	Verbal Interpretation

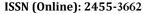| Statement	Mean	SD	VI
1. Sets a personal example of what is expected	4.47	0.65	Outstanding
2. Makes certain that people adhere to the principles and standards that have been agreed upon.	4.43	0.64	Outstanding
3. Follows through on promises and commitments.	4.46	0.68	Outstanding
4. Builds consensus around organization's values.	4.46	0.65	Outstanding
5. Is clear about his/her philosophy of leadership.	4.44	0.73	Outstanding
6. Talks about future trends influencing our work.	4.42	0.69	Outstanding
7. Describes a compelling image of the future.	4.35	0.69	Outstanding
8. Appeals to others to share dream of the future.	4.35	0.73	Outstanding
9. Shows others how their interests can be realized.	4.37	0.65	Outstanding
10. Shows "big picture" of group aspirations.	4.37	0.71	Outstanding
11. Seeks challenging opportunities to test skills.	4.35	0.68	Outstanding
12. Challenges people to try new opportunities.	4.43	0.63	Outstanding
13. Actively searches for innovative ways to improve what we do.	4.34	0.70	Outstanding
14. Identifies measurable milestones that keep projects moving forward.	4.38	0.72	Outstanding
15. Takes initiative in anticipating and responding to change.	4.41	0.73	Outstanding
16. Develops cooperative relationships.	4.52	0.69	Outstanding
17. Actively listens to diverse points of views.	4.44	0.73	Outstanding
18. Treats people with dignity and respect.	4.63	0.62	Outstanding
19. Involves people in the decisions that directly impact their job performance.	4.49	0.77	Outstanding
20. Gives people choices about how to do their work.	4.44	0.73	Outstanding
21. Praises people for a job well done.	4.63	0.65	Outstanding
22. Expresses confidence in people's abilities.	4.58	0.66	Outstanding
23. Recognizes people for commitment to shared values.	4.58	0.66	Outstanding
24. Tells stories of encouragement about the good work of others.	4.50	0.69	Outstanding
25. Gets personally involved in recognizing people and celebrating accomplishments.	4.49	0.76	Outstanding

Weighted Mean	4.45	0.69	Outstanding

Legend:

Range	Verbal Interpretation
4.20-5.00	Outstanding
3.40-4.19	Very Satisfactory
2.60-3.39	Satisfactory
1.80-2.59	Fair
1.00-1.79	Poor

The table shows that the weighted mean of 4.45 with a standard deviation of 0.69 revealed that the level of perceived extent leadership styles of school heads was interpreted as "**Outstanding**". It implies that the school heads from different schools served as role models and leaders in action inspiring their colleagues to be more productive and innovative. They effectively lead the school with clear vision towards positive outcome. Recognize and appreciate the effort of their teachers, treat people with respect and dignity.

Table 10. Level of Perceived Conflict Management Styles of School Heads

Statements	Mean	SD	Verbal Interpretation
1. If someone disagrees with me, I vigorously defend my side of the issue.	3.90	0.98	Very Satisfactory
2. I go along with suggestions from peers, even if I don't agree with them.	4.04	0.90	Very Satisfactory
3. I give-and-take so that an agreement can be reached.	4.34	0.72	Outstanding
4. I keep my opinions to myself rather than openly disagree with people.	3.69	1.11	Very Satisfactory
5. In disagreements or negotiations, I try to find the best possible solutions for both sides by sharing information.	4.41	0.69	Outstanding
6. I try to reach a middle ground in disputes with other people.	4.27	0.73	Outstanding
7. I go along with the wishes of people who have different points of view than my own.	4.07	0.88	Very Satisfactory
8. I refrain from openly debating issues where there is disagreement.	3.95	1.00	Very Satisfactory
9. In negotiations, I hold on to my position rather than give in.	3.74	1.16	Very Satisfactory
10. I try to solve conflicts by finding solutions that benefit both me and the other person.	4.37	0.73	Outstanding
11. I let peers have their way rather than jeopardize our relationship.	3.98	0.92	Very Satisfactory
12. I try to win my position in a discussion.	3.53	1.24	Very Satisfactory
13. I investigate conflicts with peers so that we can	4.27	0.82	Outstanding

	3.64	1.16	
discover solutions that benefit both of us.			
14. It is not worth the time and trouble discussing my differences of opinion with other people.	3.64	1.16	Very Satisfactory
15. To reach an agreement, I give up some things in exchange for others.	3.80	0.98	Very Satisfactory
Weighted Mean	**4.00**	**0.93**	**Very Satisfactory**

Legend:

Range	Verbal Interpretation
4.20-5.00	Outstanding
3.40-4.19	Very Satisfactory
2.60-3.39	Satisfactory
1.80-2.59	Fair
1.00-1.79	Poor

The table shows that the weighted mean of 4.00 with a standard deviation of 0.93 revealed that the level of perceived conflict management styles of school heads was interpreted as "**Very satisfactory**". It implies that the school heads from different schools were effectively handling disputes and disagreements that may lead to misunderstanding and tension. It is very evident that the school heads foster positive attitudes in managing conflict for a productive long term relationship with his/her colleagues.

Table 11. Significant Relationship of moral behavior and leadership style to the perceived conflict management style of school heads

Variables	Overall Mean	df	Comp. r-value	Critical r-value	Remarks
Moral behavior	4.44	118	0.54	0.18	*Significant*
Leadership style	4.45		0.58		
Conflict Management style	4				

The table further reveals that the total computed r- values 0.54 and 0.58 are greater than the critical r- value ±0.18, regardless of the sign at 0.05 level of significance and 118 degrees of freedom. Therefore, the hypothesis stating that perceived moral behavior and leadership style have no significant relationship to the perceived conflict management style of the school heads was rejected. It can be concluded that having a positive moral behavior and outstanding leadership styles would help you to effectively manage conflict in school. Harmonious relationships and fair treatment to your colleagues are also factors to avoid any conflict and argument in school.

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS
Based on the findings revealed the following conclusions were drawn.

1. The perceived moral behaviour and leadership style of the school leaders have no significant relationship with their perceived conflict management style.
2. Positive moral behaviour and outstanding leadership styles would also help in effectively managing the school conflict.
3. The empirical results reported herein should be considered in the light of some limitations. The sample size may not reflect the different situations regarding moral behavior and leadership style to the perceived conflict management style of school heads. Thus, it can be used as a reference and is subject to further research.

Based on the conclusion that was stated the following recommendations are asserted.
First is to clearly define the role of school leaders in times of crisis based on their moral behavior to further utilize their full potential. Our government should also provide support and resources to perform their roles outstandingly according to moral behavior and management or leadership styles.

For effective management of conflict in school heads and teachers must attend GAD related activities about managing conflicts.

Another key in preventing conflict and arguments at school is having harmonious relationships and treating co-workers fairly. To build a harmonious they must do the following:
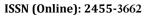
Make collaboration your constant.
Undoubtedly, creating communication channels inside your institution is the most important stage. However, this goes beyond just configuring email lists and instant chat programs. The importance of physical spaces where students from different teams may communicate, exchange ideas, and gaze over the wall at what is going on in other parts of the school cannot be overstated.

These areas are essential for fostering a culture in which employees feel free to share their thoughts and ask questions. Although it is unlikely that any one teacher at your school will be familiar with every other teacher, this does not mean that everyone should be isolated. By leading by example and providing a variety of outlets for input, school administrators can take a significant step toward putting this into practice.
Trust your team to find their own tools.
The key to having authentic employee engagement is never going to be buying a tech platform and assuming that it's going to fix everything. That's not to say that these platforms have no place, they can certainly facilitate a transition to newer ways of working. The issue is that if they aren't adopted in line with broader organizational change, they will fall flat.

Offer complete transparency on every function in the school.
The respect for everyone's roles is a further component in developing a cooperative, cohesive culture. Leadership positions can support the idea that every individual and every department has equal worth. Building the kind of adaptable, cross-functional teams that foster creativity requires being clear on this.

People will feel comfortable soliciting the opinions of individuals in seemingly unrelated functions when they are aware of each other's duties. There are no hurdles to getting an alternative perspective on a problem if everyone is moving in the same direction and is aware of how they may help one another get there. Cooperation and cohesion

The organization must consistently emphasize at all levels the significance of these values. Strong teamwork-based relationships don't just develop naturally; they are nurtured over the course of an ongoing induction process.

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