THE RELATIONSHIP BETWEEN THE TEACHERS' DEMOGRAPHICS AND
THEIR CONFLICT MANAGEMENT STYLES AT ANUBAN
DAMRONGRACHANUSORN SCHOOL, SISAKET, THAILAND

Markimson T. Bennagen

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Educational Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND
2015

THE RELATIONSHIP BETWEEN THE TEACHERS' DEMOGRAPHICS AND

THEIR CONFLICT MANAGEMENT STYLES AT ANUBAN

DAMRONGRACHANUSORN SCHOOL, SISAKET, THAILAND

Markimson T. Bennagen

I.D. No. 5619512

A Thesis Submitted in Partial Fulfillment of the

Requirements for the Degree of

MASTER OF EDUCATION

in Educational Administration

Graduate School of Education

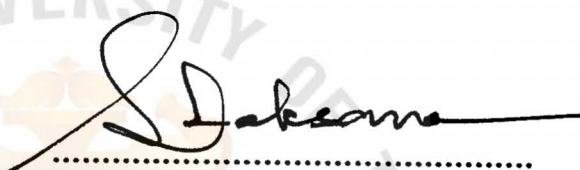ASSUMPTION UNIVERSITY OF THAILAND

2015

Thesis Title: THE RELATIONSHIP BETWEEN THE TEACHERS' DEMOGRAPHICS AND THEIR CONFLICT MANAGEMENT STYLES AT ANUBAN DAMRONGRACHANUSORN SCHOOL, SISAKET, THAILAND

By: MARKIMSON T. BENNAGEN

Field of Study: EDUCATIONAL ADMINISTRATION
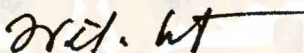
Thesis Advisor: DR. YAN YE

Accepted by the Graduate School of Education, Assumption University in Partial Fulfillment of the Requirements for the Master Degree in Education

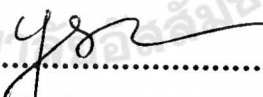...
(Dr. Sangob Laksana)
Dean of the Graduate School of Education

Thesis Examination Committee
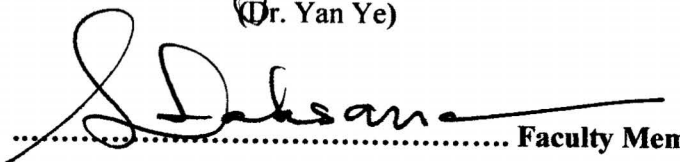
.... Chair
(Dr. Watana Vinitwatanakhun)

.... Advisor
(Dr. Yan Ye)

.... Faculty Member
(Dr. Sangob Laksana)

.... External Expert
(Asst. Prof. Dr. Wichuda Kijtorntham)

ABSTRACT

I.D. No.: 5619512

Key Words: DEMOGRAPHICS, CONFLICT MANAGEMENT STYLES, ANUBAN
DAMRONGRACHANUSORN SCHOOL

Name: MARKIMSON T. BENNAGEN

Thesis Title: THE RELATIONSHIP BETWEEN THE TEACHERS'
DEMOGRAPHICS AND THEIR CONFLICT MANAGEMENT
STYLES AT ANUBAN DAMRONGRACHANUSORN SCHOOL,
SISAKET, THAILAND

Thesis Advisor: DR. YAN YE

This study was conducted mainly to determine the correlation between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand in the academic year 2015. The demographics and the conflict management styles of the teachers were both surveyed and investigated by a questionnaire developed by Patana (2003). The demographics questionnaire surveyed the education background, age, and years of work experience. The conflict management styles questionnaire investigated the conflict management styles of the teachers based on Thomas and Kilmann's (2008) theory of conflict management. Eighty- four full- time teachers at the school participated in the study.

Various tools were used to calculate the data gathered for this study: descriptive statistics- to survey the demographics of teachers, investigate the conflict management styles of the teachers, and determine how the teachers in different demographics tend to chose a certain style of conflict management, and Pearson

Product- Moment Correlation Coefficient- to determine the significant relationship between the teachers' demographics and their conflict management styles.

The findings indicated that, firstly, majority of the teachers were bachelor's degree holders, were 49 years old and below, and had at least 10 years of work experience. Secondly, the teachers' conflict management styles, ranked from the highest to the lowest, were often compromising, often accommodating, often collaborating, occasionally avoiding, and occasionally dominating. Thirdly, the teachers' conflict management styles, classified by their education background, were accommodating (bachelor's degree holders) and compromising (higher than bachelor's degree holders), age, were compromising (49 years old and below) and accommodating (above 49 years old), and years of work experience, were collaborating (below 10 years of work experience), compromising (10 to 19 years of work experience), and accommodating (above 19 years of work experience). Lastly, there was no significant relationship between the teachers' demographics (education background, age, and years of work experience) and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand.

Field of Study: M.Ed. (EA)   **Student's signature.....................**

Graduate School of Education   **Advisor's signature ....**

Academic Year 2015

ACKNOWLEDGEMENTS

I trusted the Lord with my whole heart and leaned not to my own understandings, but in all my ways, I acknowledged Him and He directed my paths. I praise Him for the new mercies He gave every day and His faithfulness to me throughout my master's degree.

I am forever humbled and overwhelmed with appreciation to various people who supported and encouraged me to bring my dream to fulfillment by sharing their knowledge, patience, and concern. I offer plentiful thanks to:

My adviser – Dr. Yan Ye, I thank you for being my mentor, my friend, and a never ending source of moral support. I have been blessed to have had you as an adviser. You have always been behind my back since the preparation process till the final destination of this thesis. You had supported me with your comments, suggestions, kindness, patience, precious time, and sincerity. If I do take the same path, I would only hope that I can be half the adviser that you have been to me.

My thesis committee – Dr. Sangob Laksana, Dean of Graduate School of Education; Dr. Watana Vinitwatanakhun, Program Director of Educational Administration, and Assistant Prof. Dr. Wichuda Kijtorntham, the external expert of the committee, I thank you for providing me invaluable advice and comments for this thesis. All the inputs you presented were very much appreciated.

My friend/mentor – Mr. Daniel Roy Byler, I thank you for the gracious and unending support that you gave me throughout my life in the graduate school of education. Without you, I would not be able to concentrate mostly on this thesis and my significant school works.

Friends – ABAC friends (Filipino, Myanmar, and Thai friends) and Sisaket friends especially to Teacher Grace Sheila Garas for helping me coordinate this study. Not only were you the people whom I goof off with but also the confidants whom I converse my trouble with.

Finally, my family – mom, brothers, and sister, I am thankful for your unending support and love. Without you, I would never have made it through this process or rough times in my life.

Markimson T. Bennagen

CONTENTS

CHAPTER III   RESEARCH METHODOLOGY

CHAPTER IV   RESEACH FINDINGS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

This chapter outlined the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope of the study, significance of the study, and the definition of terms.

Background of the Study

In the 19th and 20th centuries, the study and development of conflict knowledge began to escalate. Humans started investigating the processes of conflicts, the constructive management approaches, and the solutions for mounting the scale and cost of human conflict through several abstract and formal ways like schools, universities, research programs, seminars, and trainings (Wehr, 1998). Apparently, with every conflict that arises, there were renewed efforts to understand and control its detrimental effects.

Conflicts, a common issue in humans' daily life, are generated from countless disagreements -- in motivations, goals, opinions, and processes between and within educational entities (Taylor & Moghaddam, 1994). Accordingly, these disagreements, yielding either positive or negative consequences, are resulted due to people's unrelated views, ideologies, and unhealthy competitions. However, conflicts are applied with constructive problem- solving Luke (2014). Thus, the negative effects produced are transformed into positive energies. Consequently, the employees are engaged and their attentions are grasped, relationships and morale are progressed, and ideas are refined.

Furthermore, conflicts are influenced by culture differences. This is due, in a large part, to the evolution of every country from various norms which caused each one to emerge as an independent nation under their own social pattern (Ivancevech and Matteson, 1996). With this, individuals' approaches of naming, framing, accusing, and undertaking conflicts are destructed (LeBaron, 2003). However, these differences intend to concentrate on culture as the shaping force of individuals' behaviors, beliefs, and values, which in one way or another broadens the perspective of humans about diverse cultures like the national and ethnic cultures, culture of religions, and the male and female cultures Patana (2003). As a result, individuals' formulations of intentional and adaptive choices are enhanced.

Similarly, conflicts are incessantly a challenge in the academic life (Fleetwood, 1987). While they persistently appear and manifest the different complications of communities, schools continually serve as tension centers. Accordingly, this is because schools absorb all the tensions -- they are most directly concerned with the shaping of learners' futures, and many of the forces that sustain the task of raising the learners had virtually lost all the ancient forces (Spillane, 1972).

With these types of conflicts arising, the call for executing effective and efficient management styles engaging courage and risk- taking are very essential. As Tjosvold (1991) affirmed, they assist in surmounting and reducing conflicts. Thus, there are conflict- positive institutions.

Few of the institutions aiming to establish this type of environment is Anuban Damrongrachanusorn School, Sisaket, Thailand. Apparently, a greater part of its conflicts root from the lack of proper communication -- there is lack of English knowledge and unclear or misinterpreted messages. Some other marked institutional conflicts which were found within this institution were classroom supervision, in-

service education, placement of teachers, promotion, salary and fringe benefits, selection and appointment of teachers, and transfer or suspension and dismissal (Azurin, 2013).

Generally speaking, conflicts do not always appear to be a snag. From time to time, when there are effective and efficient management, there are substantial values, stronger relationships, and increased understanding (Azurin, 2013).

Statement of the Problem

Anuban Damrongrachanusorn School is a primary school situated in Kantharalak District, Sisaket Province, Thailand which caters to the basic educational needs of Thai learners from the kindergarten level to the 6th grade. As an affiliate of the Ministry of Education- Thailand, it is obliged to sustain the national standards set for public schools – the goals and service; the structure and task division; the personnel, process, and working technology; the media, information, and ICT; and the environment.

This study was purposely conducted as (a) there has never been any previous study focusing solely on the conflict management styles of the teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand. Hereby, the teachers will be acquainted with the actions and behaviors which they execute when managing the conflicts at the institution, (b) there is a need to evaluate the conflict management styles of the teachers as, once in a while, they manage the institution's conflicts according to their personalities, (c) there is a need to examine resolution skills of the teachers as, based on the random thoughts avowed by few of the teachers at the institution, the teachers' resolution skills were occasionally substandard which in one way or another leads to ineffective and inefficient resolutions.

Research Questions

The following were the research questions for this study:

1. What are the teachers' demographics at Anuban Damrongrachanusorn School, Sisaket, Thailand?

2. What are the teachers' conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand?

3. How do the teachers in different demographics tend to choose a certain style of conflict management at Anuban Damrongrachanusorn School, Sisaket, Thailand?

4. Is there any significant relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand?

Research Objectives

The following are the research objectives for this study:

1. To identify the teachers' demographics at Anuban Damrongrachanusorn School, Sisaket, Thailand.

2. To identify the teachers' conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand.

3. To determine how the teachers in different demographics tend to choose a certain style of conflict management at Anuban Damrongrachanusorn School, Sisaket, Thailand.

4. To determine any significant relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand.

Research Hypothesis

1. There is a significant relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand.

Theoretical Framework

In the course of this study, the researcher set out objectives that helped out in finding the relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand in the academic year 2015. Achieving these, the existing theory, developed by the psychologists Kenneth Thomas and Ralph Kilmann, *Thomas- Kilmann Theory of Conflict Management,* was examined.

Thomas- Kilmann Theory of Conflict Management

This theory has two basic dimensions of behavior which are assertiveness and cooperativeness. In their application, combinations of varying conflict modes are resulted: *dominating/competing, collaborating, compromising, avoiding, and accommodating.*

1. Dominating/Competing- This type of mode is highly assertive and completely uncooperative. Its idea is to win all arguments through the execution of power such as rank and abilities (Thomas and Kilmann, n.d.) and its strategic philosophy is to use authority to win, especially when goals are tremendously significant (SNU, 2014).

2. Collaborating- This mode is highly assertive and highly cooperative. Its objective is to work together to meet all the concerns of everybody. It attempts to work

out their differences leading to the creation of an ingenious solution which satisfies the goals of everybody (Patana, 2003).

3. Compromising- This mode is partially assertive and cooperative. Its concern is to work out the conflicts of groups and individuals through a solution of compromise. Opposing parties are placed on both sides, against the middle, and the compromised solution is served (SNU, 2014).

4. Avoiding- This mode is completely unassertive and uncooperative. Basically, there are no winner and losers. Thus, individuals or groups completely avoid, postpone, or withdraw their conflicts.

5. Accommodating- This mode is completely unassertive and highly cooperative. Its intention is to accommodate the concerns of other individuals in the accommodator's expenses. Accommodators downplay their conflicts and grant the concerns of their opposing individual or party in order to protect their shared relationship (SNU, 2014).

Conceptual Framework

This study's framework was developed based on the objectives set for this study, the integrated variables from Thomas- Kilmann Theory of Conflict Management, and the related literatures on conflict management styles.

The education background, age, and years of work experience consisted the teachers' demographics. Whereas, the five predominant styles (dominating/competing style, collaborating style, compromising style, avoiding style, and accommodating style) consisted the teachers' conflict management styles. These two groups of variables are summarized in the framework that follows.

```
┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│                  │      │   Teachers'      │      │ Teachers' Conflict│
│     Anuban       │      │  Demographics    │      │ Management Styles │
│ Damrongrachanusorn│◄────►│                  │◄────►│                  │
│     School       │      │Education Background│     │   Dominating     │
│                  │      │                  │      │  Collaborating   │
│                  │      │      Age         │      │  Compromising    │
│                  │      │  Years of Work   │      │    Avoiding      │
│                  │      │   Experience     │      │  Accommodating   │
└──────────────────┘      └──────────────────┘      └──────────────────┘
```
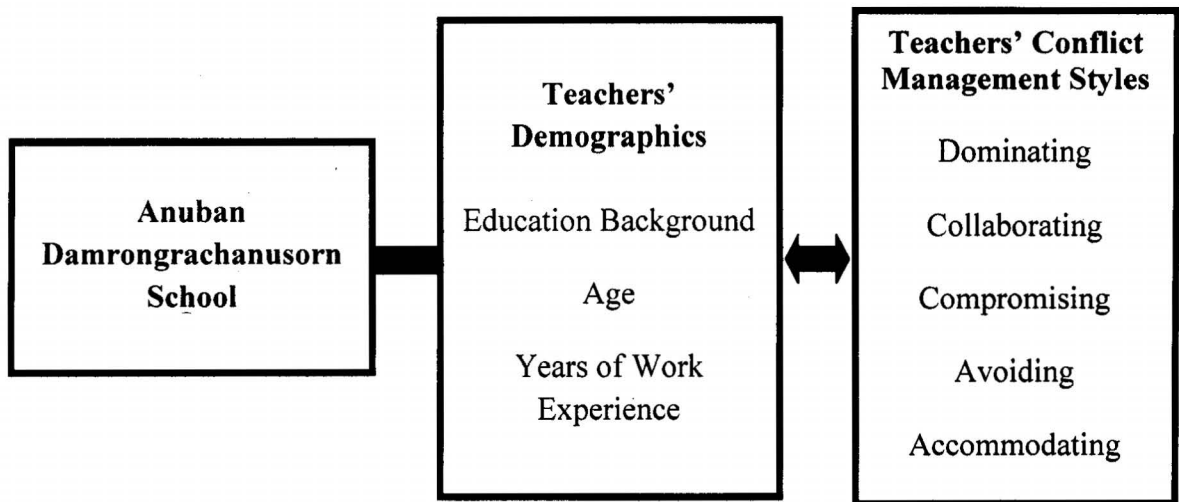
Figure 1 Conceptual Framework of the Teachers' Demographics and their Conflict

Management Styles

Scope of the Study

This study was conducted from August until December of 2014 at Anuban Damrongrachanusorn School, Sisaket, Thailand. The following were its scopes and limitations:

1. The seventy- five teachers teaching at Anuban Damrongrachanusorn School in the Academic Year 2015;

2. The teachers' demographics: education background, age, and years of work experience; and

3. The five conflict management styles: dominating style, collaborating style, compromising style, avoiding style, and accommodating style.

Definitions of Terms

Followings were the operational terms used in conducting this study:

Demographics refer to the education, age, and years of work experience of the teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand. These profiles were questioned in the first part of the questionnaire.

- **Education Background** refers to the highest degree obtained by the teachers at Anuban Damrongrachanusorn School: *Bachelor's Degree (B.A.)* and *higher than bachelor's degree*.

- **Age** refers to the life span of the teachers at Anuban Damrongrachanusorn School from birth until the present. This was measured using the scale: *49 years and below* and *above 49 years*.

- **Years of Work experience** refer to the number of years the teachers at Anuban Damrongrachanusorn School had taught in schools. This was measured using the scale: *less than 10 years, 10 – 19 years,* and *more than 19 years*.

Conflict Management Styles refer to the teachers' dominating/competing style, collaborating style, compromising style, avoiding style, and accommodating style. These styles were evaluated in the second part of the questionnaire.

- **Dominating/Competing Style** refers to the style that uses power and authority. This style was evaluated in items 4, 6, 11, 15, and 24 of the second part of the questionnaire.

- **Collaborating style** refers to the style that encourages concerted efforts to find integrated solutions. This style was evaluated in items 3, 10, 14, 20, and 25 of the second part of the questionnaire.

- **Compromising style** refers to the style that indicates a balance between the needs of the school, directors, and teachers. This style was evaluated in items 1, 8, 13, 18, and 23 of the second part of the questionnaire.

- **Avoiding Style** refers to the style that suggests evasion, withdrawal, indifferences, or isolation. This style was evaluated in items 5, 7, 12, 16, and 19 of the second part of the questionnaire.

- **Accommodating Style** refers to the style that implies giving in to schools', directors', and teachers' demands. This style was evaluated in items 2, 9, 17, 21, and 22 of the second part of the questionnaire.

Teachers refer to the American, British, Filipino, and Thai employees who are teaching at Anuban Damrongrachanusorn School, Sisaket, Thailand in the academic year 2015.

Anuban Damrongrachanusorn School refers to the institution in Sisaket, Thailand.

Sisaket, Thailand refers to the area in the Northeastern part of Thailand.

Significance of the Study

The significant findings between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand in the academic year 2015 will be used to benefit the director, department heads, teachers, and the future researchers who have the interest in conducting a related research on conflict management styles. These benefits which could be achieved on or after the completion of this study were as follows:

For Directors and Department Heads

Through this study, the understanding of the school director and the department heads on the conflict management styles of the teachers in the school and in the diversified cultural setting will be strengthened.

For Teachers

Through this study, the habitually implemented conflict management styles and the strengths and weaknesses of the teachers in resolving conflicts will be determined. More so, the teachers' understanding and viewpoints of of the conflict management styles will be enhanced and balanced.

For Future Researchers

Through this study, the background knowledge or the information of future researchers who have the interest in making a related research on the teachers' conflict management styles of will be increased.
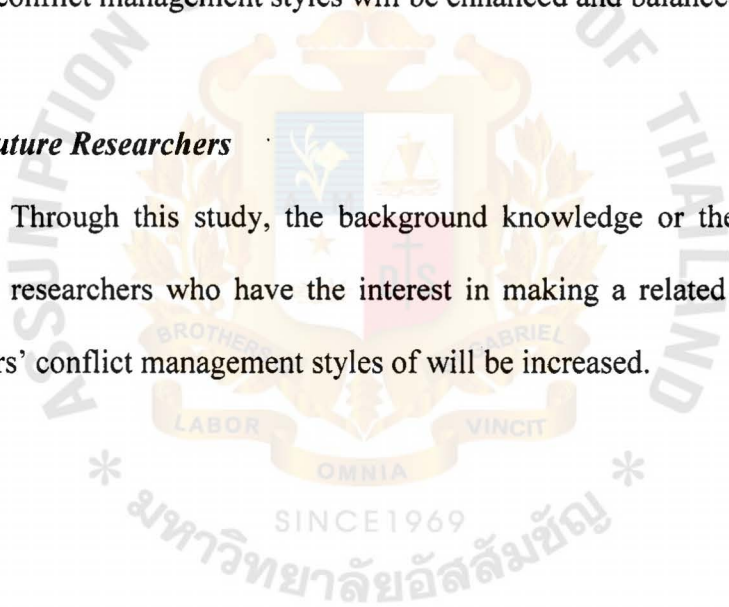
CHAPTER II

REVIEW OF RELATED LITERATURES

Upon reviewing various literatures related to conflict management styles, the researcher chose to present this chapter with the following topics:

1. Concept of Conflict

2. Conflict Management

3. Conflict Management Process

4. Conflict Management Styles

5. Conflict Management Strategies

6. Thomas- Kilmann Theory of Conflict Management

7. Related Researches on Conflict Management Styles

8. Background of Kantharalak District

9. Background of Anuban Damrongrachanusorn School

10. Summary of Related Literatures

Concept of Conflict

Conflicts are described as the disagreement, discord, or friction that arises in an individual or group whenever a certain action or belief is unacceptable or resisted by another individual or group (Conflict, n.d.). It causes the production of good outputs to be very minimal and the relationships within and between individuals or groups to be very horrifying. Consequently, individuals avoid conflicts or withdraw from the group. However, Stack (2005) stated, all conflicts do not always appear detrimental. From time to time, it causes change and growth within the individuals and groups.

Conflicts transpire in various circumstances. Apparently, they are found within the individual (known as *intrapersonal conflict*), between two individuals (known as *interpersonal conflicts*), within a group (known as *intragroup conflict*), and between groups (known as *intergroup conflict*) which engages psychological tensions, violence, and discords (Conflict, n.d.).

Intrapersonal Conflict. This kind of conflict involves the emotions, principles, values, and thoughts of individuals (Types of Conflicts, n.d). It exists in series of situations such as in choosing a career path, in making significant life decisions, and in making other major choices (Conflicts, n.d.). The management of this conflict is complicated, particularly when the bearer finds it difficult to work his inner struggles. Hereby, he suffers from uneasiness, sleeplessness, and depression.

Interpersonal Conflict. This kind of conflict occurs due to individuals' uniqueness. Since individuals have diverse personalities and behaviors, disagreements are often resulted – there is clashing of goals, opinions, and choices (Conflict, n.d.). However, previous researches state, this occurrence is a natural process – it helps individuals grow personally and develop friendship with others.

Interpersonal conflict is composed of three separate components: (1) **behavioral component-** the disruption of other individuals' objectives; (2) **cognitive component-** the disagreement that illustrates the differences between the interests and objectives of conflicting parties; and (3) **affective component-** the negative emotional states of conflicting parties (Education Portal, 2014).

Intragroup Conflict. This kind of conflict is caused by disagreements and misconceptions between group members (Anderson, 2014). It is resulted from three different sources: *task conflict-* the disagreements on issues that are relevant to the achievement of shared goals (Jehn, 1995), *process conflict-* the disagreements over the

methods or procedures which the group uses (Foster, 2014), and *relationship conflict-* the incompatibilities between group members (Jehn, 1995).

Intragroup conflict is caused by series of antecedents such as increased group size, low task or goal uncertainty, lack of information sharing, high task interdependence, and increased diversity in gender, age, and race (Intragroup Conflict, n.d.). However, there is no certain relation between intragroup conflicts and group outcomes as the impact of intragroup conflicts to the outcomes of groups is moderated by numbers of reasons such as the context under which it is examined and the kind of result that occurs de Wit's, F., Greer, L., & Jehn, K. (2012).

Intergroup Conflict This kind of conflict reveals that groups are generally even more competitive and aggressive than individuals (Smith & Mackie, 2007). Accordingly, this is because individuals are not unified. They compete against each other to secure valued material resources and social rewards such as esteem and respect. On the other hand, as marked by the division of views with comparable actions viewed in opposite ways, groups easily develop hostility. They lure each other using all existing strategies. They are stubborn, unyielding, blinded by ideology, and irrational (Smith & Mackie, 2007).

Generally speaking, conflicts are hardly ever seen as being productive. However, in certain aspects like in sports competition, moderate levels of conflicts are seen as being equally beneficial, effective, and teaching (Jowett & Lavallee, 2007).

Conflict Management

Management of conflicts is the practice of identifying and handling conflicts sensibly, fairly, and efficiently (Education Portal, 2014). It engages diagnoses and interventions, particularly on the affective and substantive conflicts at the

interpersonal, intrapersonal, intergroup, and intragroup levels, and on the conflict management styles implemented by individuals when handling conflicts (Rahim, 2002). More so, it engages the designing of effective macro- level strategies where conflicts' purposes are enhanced and conflicts' breakdowns are lessened.

The management of conflicts mandates certain criterions. These criterions are functional not only in management of conflicts but also in the field of decision making Rahim (2002).

1. *Organization Learning and Effectiveness*- Organizations ought to outline strategies for conflict management that boost innovation and critical thinking, and educate the practices of diagnosing and intervening conflict problems.

2. *Needs of Stakeholders*- Strategies for conflict management ought to be planned creatively to meet the expectations and needs of stakeholders, and achieve a balance between them.

3. *Ethics*- Group leaders and individuals ought to act ethically and be willing to acknowledge new ideas and modify thoughts when undertaking conflicts.

Lindelow & Scott (n.d.) likewise presented series of guidelines for managing and solving conflicts. Accordingly, individuals ought to:

1. Accept the existence of differences within the organization as a valuable resource;

2. Listen with understanding rather than evaluating;

3. Recognize and accept the feelings of individuals involved;

4. Clarify the nature of conflict;

5. Designate who makes the decision;

6. Propose procedures and ground rules for solving differences;

7. Create a suitable vehicle for communication among the clashing parties;
   and

8. Encourage the partition of ideas.

As noted by Hanson (1991), conflicts are managed effectively and efficiently if interruptions or distractions on the ongoing activities of individuals and groups no longer occur.

Conflict Management Process

The management of conflicts involves the process of diagnoses and interventions in conflicts. This process, as illustrated by Rahim (2002), is elaborated in the figure that follows.
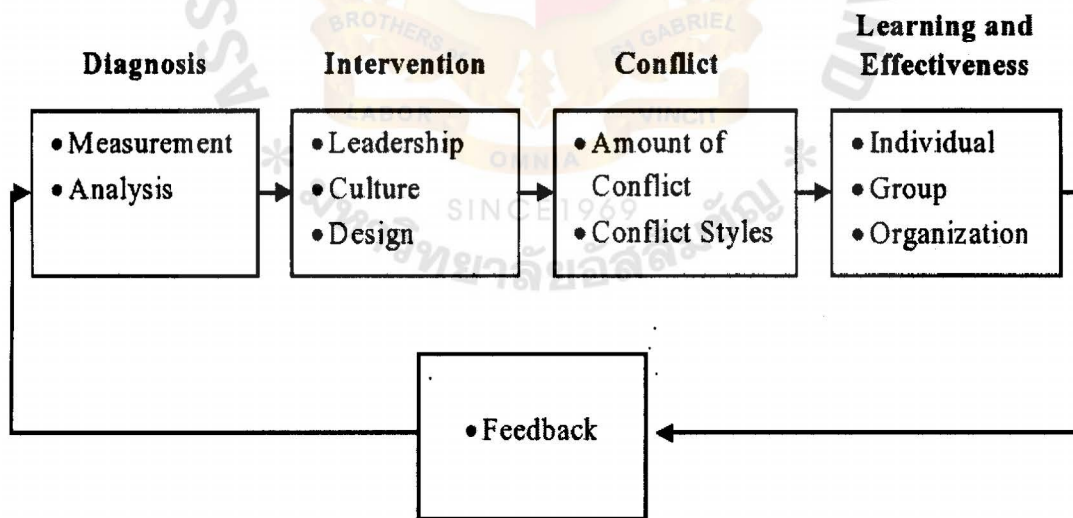
Figure 2 Process of Conflict Management

Source: Rahim, M. A. (2002). *Toward A Theory of Managing Organizational Conflict.*

Retrieved June, 2014 from http://193.140.134.6/~gokturk/sbox/

Rahimtowarddevtheory.pdf

Diagnosis. Diagnosis of conflicts is the basic step in the management of conflicts (Rahim, 2002). It is considered to be an essential process as it analyzes the underlying and unrecognizable causes and effects of conflicts. Furthermore, there is a need to diagnose conflicts through some formal and informal approaches (Brown, 1979; BuBrin, 1972; Rahim, 2001). Likewise, there is a need to know whether there is too little, moderate, or too much affective and substantive conflict, and there is appropriate selection and usage of the five styles of conflict management (Rahim, 2002).

The diagnosis of conflicts entails the measurement of conflicts including its sources, effectiveness, and its relationships. The comprehensive diagnosis of conflicts engages the following measurements:

1. The amount of conflict (affective and substantive) at the interpersonal, intrapersonal, intergroup, and intragroup levels;

2. The conflict management styles of members;

3. The sources of the *affective and substantive conflict* and *conflict management styles of members*; and

4. The learning and efficiency of organizations, groups, or individuals.

Through these accumulated measurements, the following ought to be incorporated:

1. The amount of conflicts and the management styles classified by divisions, departments, and units and their relationship to corresponding national norms; and

2. The relationship between the amount of conflict and conflict management styles to their sources, learning, and effectiveness.

The outcomes from this diagnosis ought to be deliberated within the group through the help of a professional – an individual who work in the area of conflict research and training. Consequently, the significant factors which cause the conflicts will be pointed out.

Intervention. Interventions are based on the outcomes from the diagnoses of conflicts. It is utilized particularly where there are too much affective conflicts or too little or much substantive conflicts, and there is inefficient management of conflict by organizational members. The implementation of this process tracks two fundamental methods: *Process-* referring to the series of activities or events that are undertaken to draw out preferred result like communication, decision making, and leadership, and *Structure-* referring to the steady arrangement of technology, task, and other factors which makes the members of organizations work effectively and efficiently (Rahim and Bonoma, 1979).

Process. This intervention develops the efficiency of organizations through the alteration of the intensity of affective and substantive conflicts, and the styles of members in managing interpersonal, intrapersonal, intergroup, and intragroup conflicts (Rahim, 2002). Furthermore, it handles conflicts by means of assisting the organizational members in effectively understanding the process of matching the uses of conflict management styles with diverse situations.

Structure. This intervention increases the efficiency of organizations through shifting the structural design of the characteristics, hierarchy, reward system, differentiation and integration mechanisms, and procedures of the group. Additionally, it handles conflicts by changing the perceptions of group members on the intensity of conflicts at different levels (Rahim, 2002).

The process of conflict management may require organizational consultants to employ *process and structure*. However, their consequences ought to be considered for *process* may affect the members' perception on the amount of conflict and *structure* may affect the styles of managing the conflicts.

Conflict Management Styles

The foundation of being a successful conflict manager is being aware of the conflict management styles which are employed by the organizations members including his own. As fashioned by the famous psychologists Kenneth Thomas and Ralph Kilmann, these diverse styles were as follows:

Dominating/Competing Style is when individuals stress their position without considering others' points of view. They attempt to implement this style for they are standing for their rights, defending a position for which they believe is right, or trying win (Thomas and Kilmann, 2008). In the application of this style, individuals are demanded various abilities such as the skill of arguing and debating, asserting opinions and feelings, stating positions, and using rank or position. This style is most appropriate in a situation where quick and decisive action is necessary (Patana, 2003).

Collaborating Style is when individuals strive to collaborate with their opposite party to obtain a solution that completely fulfills both their concerns (Thomas and Kilmann, 2008). It involves the skills of addressing issues in a non- threatening way, listening actively and effectively, and the skill of identifying fundamental concerns. With this style, individuals proficiently teach and learn, gain commitment, incorporate solutions, combine perspectives, and enhance relationships (Burrel, 2001). This style is most appropriate particularly where the concerns of both groups cannot be compromised (Patana, 2003).

Compromising Style is when individuals attempt to find a convenient and reasonable solution that moderately satisfies the concerns of both parties particularly when goals are of moderate importance and parties are equally committed to the goals (Thomas and Kilmann, 2008). It engages the skills of renouncing a part of their goals, communicating and keeping dialogues open, assigning values to all aspects of conflicts, and the skill of finding a solution of compromise (Burrel, 2001). With this style, differences will be divided, concessions will be exchanged, and a quick middle- ground will be sought (Thomas and Kilmann, 2008). However, when goals are imperative and assertiveness is required, this style ought to be neglected (Patana, 2003).

Avoiding Style is when individuals show very little concern of his concerns and for the other party (Patana, 2003). As Burrel (2001) stated, avoiding style is most appropriate when issues are of little importance, reducing time, and buying time. Furthermore, Thomas and Kilmann (2008) suggested, to develop this style's skills, one should be capable of using foresight in knowing when to withdraw, creating a sense of timing, sidestepping loaded questions or sensitive areas by using diplomacy, and leaving things unresolved (Burrel, 2001).

Accommodating Style is when individuals forgo their personal goals to satisfy the concerns of the opposite party (Patana, 2003). It necessitates individuals to own the expertise of selfless generosity or charity, feel selfless, obey others' orders, and yield another's point of view (Thomas & Kilmann, 2008 and Burrel, 2001). This style is beneficial only when cooperative relationships are formed through a gesture of goodwill and generosity, and when it is essential to build up harmony to avoid disruptive behaviors (Patana, 2003).

Conflict Management Strategies

In any situation involving more than one person, conflict could come to pass (Dontigney, 2014). However, with a basic understanding of the strategies for conflict management, individuals or groups could deal better with conflicts before they escalate beyond repair.

1. Acknowledging Conflict- The acknowledgment of conflicts entail group leaders to give a hand to its members, particularly in recognizing or understanding the conflicts that exist (Dugan, 2014). The members ought to be informed about the tribulations produced by conflicts, and the requirements needed to unravel them. To manage these conflicts, individuals or groups ought to employ a calm and open discussion. In consequence, members will freely state their opinions and articulate their views without causing any argument.

2. Using Active Listening- The usage of active listening is a significant factor in dealing with conflicts. Hereby, all members ought to pay full attention to every speaker and resist the temptation of conducting side conversations (Dugan, 2014). Each one must respect the views and opinions of everybody and refrain from creating any unethical disruptions.

3. Analyzing Issues- The analysis of issues entails the division of opposite alliances. Positive and negative alliances ought to scrutinize issues separately. They should encompass a high sense of teamwork, explicate the conflict, create or propose solutions, evaluate the solutions, and make decisions (Duggan, 2014).

4. Mitigating Conflict- The mitigation of conflict entails sudden resolution. Both minor and major conflicts should neither be ignored nor delayed as they fester and persist (Dugan, 2014). To mitigate conflicts, individuals or groups may

apply the acknowledgement of conflicts, the use of active listening, and the analysis of issues.

Thomas- Kilmann Theory of Conflict Management

In a conflict situation, people's behaviors are described with two basic dimensions of behaviors: **assertiveness** - the level to which the individual aims to fulfill his own concerns; and **cooperativeness** - the level to which the individual aims to fulfill the concerns of others. In the application of these two behaviors, combinations of various behaviors are classified into five conflict- handling modes. These are dominating/competing, collaborating, compromising, avoiding, and accommodating.

Figure 3 Thomas- Kilmann Theory of Conflict Management

Source: Taplin, D. (2014). *5 Negotiation Types to Improve Your Project Success.* Retrieved June, 2014 from http://www.maxicaconsulting.co.uk/wordpress/

1. Dominating / Competing- This mode is highly assertive and completely uncooperative. Its idea is to win all arguments through the execution of power such as rank and abilities (Thomas and Kilmann, n.d.). Individuals attempt to achieve their

goals at the expense of another party. Individuals attempt to use authority, particularly when they know they are right, time is short and a quick decision is needed, they need to stand up for their rights, and a strong personality is trying to steamroller them and they do not want to be taken advantage of (Southern Nazarene University, 2001). However, a significant disadvantage of this is that losers may retaliate and it could lead to another kind of conflict (Bright, 2014).

The overuse of this style could lead to less learning, inadequate feedback, and low empowerment (Burrell, 2001). In fact, individuals use inflammatory statements caused by a lack of interpersonal skills training. When taken to the extreme limit, individuals create inaccuracy in performing the tasks. They back- stab people or their colleagues, they convey objection using gestures and eye motions, and they interrupt by creating a distraction (Thomas and Kilmann, 2008).

On the other hand, the underuse of this style could lead to uncertainty, low level of influence, inoperative contributions, and slow action (Burrell, 2001). Typically, individuals attempt to demand indulgence as a condition of solving difficulties, use "disconnection" as a threat for making other individuals to give in, justify behaviors, and launch personal assaults.

University of Notre Dame (2014) emphasized that while dominating requires a lot of courage, it could also be inconsiderate. This may offer rewards (short term) but the long term effects it brings are very detrimental.

2. Collaborating- This mode is highly assertive and highly cooperative. Its objective is to let parties work together to meet all their concerns. It attempts to work out their differences which lead to the creation of an ingenious solution that satisfies the goals of everybody (Patana, 2003).

Collaborating mode is implemented particularly when there is trust between parties, individuals want their colleagues to also have ownership of the solutions, individuals need to work through animosity and hard feelings, and when individuals are willing to change their thinking as more information is found and new options are suggested (SNU, 2001). However, the disadvantage of this is that it consumes time and energy and individuals take advantage of the trust and openness of everybody (Bright, 2014).

The overuse of this style result to the waste of time. Individuals would spend too much time discussing issues which does not seem to guarantee solutions and elicit collaborative responses (Thomas and Kilmann, 2008). In opposition, the underuse of this style leads to difficulty in seeing differences as opportunity for joint gain, problem- solving, and learning.

Collaborating mode plays a major role within conflict resolution and requires great courage and much consideration (UND, 2014). It involves listening to different sides, discussing areas of agreement and goals, and ensuring that all parties understand each other, and entails creative thinking to resolve problems without any concessions.

3. Compromising- This mode is partially assertive and cooperative. Its concern is to work out the conflicts of individuals and groups through a solution of compromise. Opposing parties are placed on both sides, against the middle, and then the common good is served (SNU, 2001).

This mode describes a "partial win – partial lose" situation. It is implemented, for the most part, when people are equally committed to the goals, time could be saved by reaching intermediate solutions on the individual parts of complex issues, and when goals are moderately important. However, the disadvantage of this is

that neither individuals nor groups leave the negotiating table happy as compromises are just short- term. Individuals or groups just consider that there will be another conflict which will transpire in the future (Bright, 2014).

The overuse of this style result to deficiency of trust, loss of long- term goals, and formation of a distrustful environment. In contrary, the underuse of this style leads to frequent power struggles, ineffective negotiations, and unnecessary confrontations.

Compromising mode is a big step toward conflict resolution and it uses courage and consideration when looking for common ground. Individuals or groups agree to negotiate the larger points and let go of the smaller points (UND, 2014).

4. Avoiding- This mode is completely unassertive and uncooperative. It completely avoids, postpones, or withdraws conflicts as there are no winners and no losers. Individuals or groups just pretend that conflicts never happened nor existed (UND, 2014). They pretend there is nothing wrong, delay or block, or a shut down.

This mode is implemented particularly when conflict is small and their relationship is at stake, individuals are upset and they need to cool off, more important issues are available, individuals have no power and no chance of meeting their concerns, and when individuals are too emotionally involved and their colleagues can solve the conflict more successfully (SNU, 2001). However, the disadvantage of this is that the long terms goals are not achieved especially when conflicts are not addressed (Bright, 2014).

The overuse of this style could result to low inputs and aggravation of conflicts. The behaviors which are linked with the overuse of this style includes being sullen, untruthful, silent, passive-aggressive, and tardiness during gatherings (Thomas

and Kilmann, 2008). On the contrary, the underuse of this style could result to hostilities and feelings of hurt.

5. Accommodating- This mode is completely unassertive and highly cooperative. Its intention is to accommodate the concerns of other individuals or groups in their own expense. Accommodators downplay their conflicts and grant the concerns of their opposing individual or group to protect their shared relationship (SNU, 2001).

This mode is implemented particularly when an issue is not as important to them as it is for their colleagues, individuals realize they are wrong, the time is not right to solve the issue and individuals would prefer to simply build credit for the future, and when harmony in the relationship is extremely important. However, the disadvantage of this is that it leads to lack of self- esteem and it causes the accommodating individual or group to end up sacrificing principles that hampers the long- term goal (Bright, 2014).

The overuse of this style could result to less attention to ideas, loss of contribution, restricted influence, and chaos. On the other hand, the underuse of this style could result to lack of rapport, inability to yield, and low morale.

Additionally, accommodating mode requires a lot of cooperation and little courage. Individuals or groups agree to accommodate other parties by acknowledging and accepting their point of view or suggestion (UND, 2014).

Related Researches on Conflict Management Styles

Based on records, there has been no previous study conducted focusing solely on the conflict management styles of teachers at Anuban Damrongrachanusorn School in Kantharalak District, Sisaket Province, Thailand in the academic year 2015. However, there are a few related studies which focused on the conflict management

styles of various personnel in diverse levels and organizations. Some of these studies were organized by Azurin (2013), Patana (2003), Violetta (2012), and Harper (2004).

Azurin (2013) studied *"Conflict Management Styles of Secondary School Administrators in Cagayan Province, Philippines"*. In this study, the findings revealed that (a) the prime conflicts of administrators, as perceived by school administrators and teachers, results from: selection and appointment of teachers, promotion, classroom supervision, placement of teachers, in-service education, salary and fringe benefits, and transfer/suspension and dismissal, (b) the dominant conflict management style implemented by the school administrators was solution- oriented, and (c) at the 0.05 level of significance, there was a significant difference on the conflict management styles exhibited by school administrators.

In the study of *"Conflict Management Styles of the Deans at Assumption University of Thailand and the University of Santo Tomas of the Philippines: A Comparative Study"* administered by Patana (2003), it was found that at the 0.05 level of significance, there was no significant difference on the conflict management styles of the deans in both universities in relation to age, gender, educational qualification, and years of work experience. However, in terms of nationality, it was found that there was a significant difference.

Furthermore, Violetta (2012) carried out a research on *"Conflict Management Strategies to Increase the Organizational Effectiveness in Nordic Companies"*. This study focused on the sources of conflict in Icelandic companies, conflict resolution techniques implemented by managers in the workplace, and the skills which managers think are needed to solve the conflicts found in companies. The results revealed that (a) personality and goal differences were the most common sources of conflict in Icelandic companies; (b) collaborating was the most popular

strategy used, and (c) interpersonal and third-party interventions are the skills that were used to solve the conflicts of the company.

In the study of Harper (2004) on *"The Conflict Management Styles, Strength of Conflict Management, Self- Efficiency, and Moral Development Levels of School Counselors"*, it attempted to describe the conflict management styles of Counselors according to age, gender, racial ethnicity, hours of conflict resolution/management training, years of experience, and grade and location of the school. Based from the findings, compromising style was one of the main approaches of counselors.

Background of Kantharalak District

Kantharalak (etymology: *Kanthara* meaning *cliff*, *lak* meaning *sign*) is a district situated in the southern part of Sisaket Province, in the northeastern region of Thailand (Kantharalak District, 2013). Originally, this district was named as Mueang Uthumphon Phisai, under the control of Mueang Khukhan. However, in 1939, amendments were made and it was renamed to Kantharalak District (Thai: กันทรลักษ์).

Geographically, Kantharalak district is bounded by various districts: from the north clockwise, Nam Khun and Thung Si Udom of *Ubon Ratchathani Province*, Oddar Meancheay and Preah Vihear of *Cambodia*, and Benchalak, Si Rattana, and Khun Han of *Sisaket Province*. Based on statistics, Kantharalak district has a total land area of approximately one thousand two hundred and thirty- six square kilometers and a total population of two hundred and nine thousand, four hundred and forty- eight (KD, 2013).
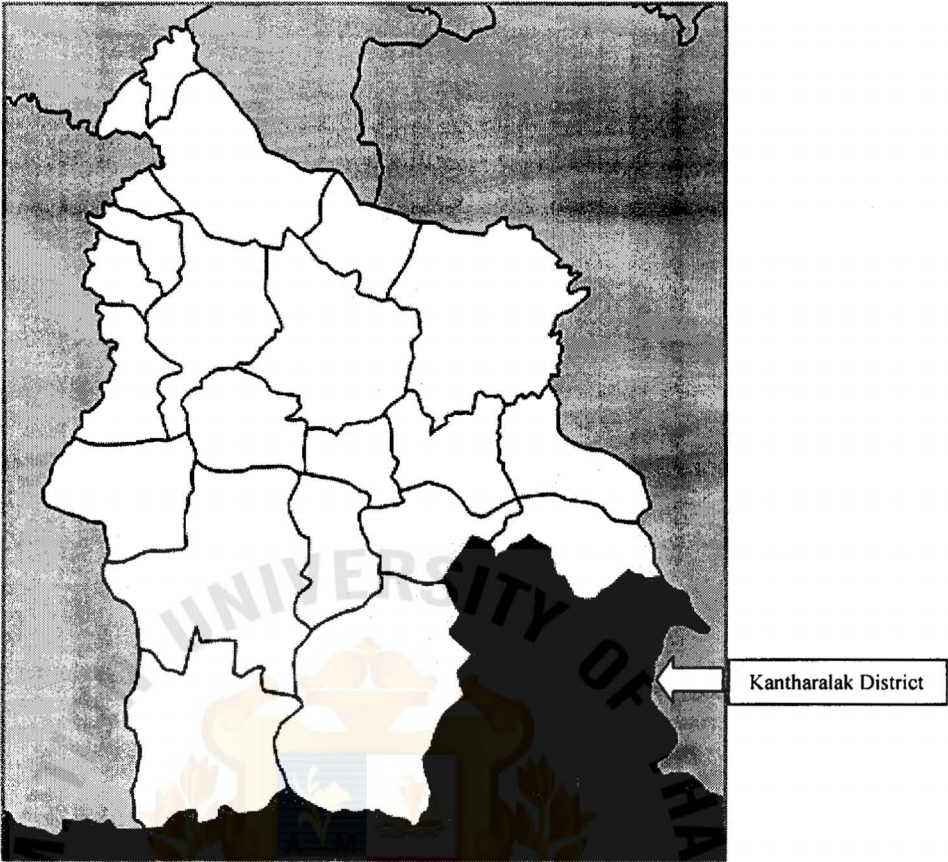
Figure 4 Map of Kantharalak District

Kantharalak District is composed of twenty sub districts which were then divided into two hundred and seventy- three (273) villages. These sub districts are described in the table that follows.

Table 1 Sub districts of Kantharalak

	Sub districts	No. of Villages	Population
1	Bueng Malu	18	14,553
2	Kut Salao	16	9,882
3	Mueang	9	6,758
4	Nam Om	18	13,296
5	Lalai	16	17, 413
6	Rung	10	7,293
7	Trakat	12	8,005
8	Chan Yai	16	9,999
9	Phu Ngoen	19	12,445
10	Cham	8	5,338
11	Krachaeng	19	16,469
12	Non Samran	11	6,458
13	Nong Ya Lat	16	14,905
14	Sao Thong Chai	17	9,691
15	Khanun	15	9,867
16	Suan Kluai	12	7,171
17	Wiang Nuea	8	5,601
18	Thung Yai	15	11,562
19	Phu Pha Mok	6	4,450
20	---		
Total		261	191,156

* Omitted numbers belong to the sub district under Benchalak District.

Background of Anuban Damrongrachanusorn School

Anuban Damrongrachanusorn School was first established by the late Mr. Phraya Damrong Rachanubhap in 1915 to accommodate the needs of learners in Kantharalak District, Sisaket Province, Thailand (Khanthaprateep, 2012). In its ninety-nine years of existence, it constantly developed and produced hundreds of successful

citizens; in the field of teaching, agriculture, business, politics, engineering, and the like.

This institution offers four programs: EP- English Program, IEP- Intensive English Program, MSEP- Math Science English Program, and Regular Program. The main goal of this institution is to cater the finest and dynamic teaching and learning to both kindergarten and primary learners. It endeavors to instill critical thinking, creativity, curiosity, respect, confidence, and an understanding of the nature of knowledge.

The teachers of this institution are composed of Thais and foreigners; one American, one British, three Filipinos, and seventy- nine Thais. Currently, the institution is managed by Mr. Thonglor Singkong (Thai: นายทองหล่อ สิงห์คง).

Summary of Related Literatures

Conflict is viewed as the disagreement, discord, or friction that stems in a group when the actions or beliefs of its members are unacceptable or resisted by the members of the opposite group (Conflict, n.d.). It transpires in four different situations: within the individual, between individuals, within a group, and between groups. Although varieties of complications are generated from conflicts, their existence is still compulsory as it aids organizations to build up their performance (Middlemist and Hitt, 1988).

Conflict management requires diagnoses and interventions on the affective and substantive conflicts of organizations. It ought to satisfy certain criterions such as organizational learning and effectiveness, needs of stakeholders, and ethics. Furthermore, organizations are necessitated to accept the existence of differences within the organization as a valuable resource, listen with understanding rather than

evaluating, recognize and accept the feelings of individuals involved, clarify the nature of conflict, designate the decision maker, propose procedures and ground rules for solving the difference, create suitable vehicle for communication among the clashing parties, and encourage the partition of ideas (Lindelow and Scott, n.d.).

When handling conflicts, individuals and organizations ought to perform various types of styles such as dominating, collaborating, compromising, avoiding, and accommodating. While these are applied to handle conflicts, individuals and organizations ought to work out strategies which will effectively and efficiently reduce the tensions, disruptions, and tensions derived from conflicts. These include the process of acknowledging conflicts, listening actively, analyzing issues, and mitigating conflicts (Dugan, 2014).

As the support of the claims in this study, the theory "Thomas- Kilmann Theory of Conflict Management" is carried out. As Thomas and Kilmann explained (n.d.), this theory depicts two basic dimensions of individuals' behavior; namely, cooperativeness and assertiveness. In the application of these two behaviors, varying modes of handling conflicts are resulted: dominating, collaborating, compromising, avoiding, and accommodating.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presented the methodology used in finding the significant relationship between teachers' demographics and their conflict management styles. This included the research design, population, research instrument, collection of data, data analysis, and the summary of the research process.

Research Design

In conducting this study, the researcher:

1. Conformed to the quantitative and relationship design of research. Teachers' characteristics were described – their demographics, conflict management styles, and how the teachers tend to choose a certain style of conflict management; and the significant relationship between their demographics and their conflict management styles.

2. Used a two- part questionnaire to collect data from the respondents. The first part of the questionnaire surveyed the demographics of teachers and the second part, composed of twenty- five questions, investigated the conflict management styles of the teachers.

3. Collected data from the eighty- four teachers at Anuban Damrongrachanusorn School Sisaket, Thailand in the academic year 2015.

4. Used two types of measurements: Descriptive Statistics to identify the teachers' demographics and the teachers' conflict management and Pearson Product-Moment Correlation Coefficient to determine the significant relationship between the teachers' demographics and their conflict management styles.

Population

The participants for this study were all the full- time teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand, in the academic year 2015. Since there were only eighty- four (84) teachers at the institution, the researcher used all the 84 as the subject for this study.

Research Instrument

A two- part questionnaire was used as the primary instrument for this study. It was adapted from the study of Patana (2003) on "Conflict Management Styles of the deans at Assumption University of Thailand (AU), Thailand and University Santo Tomas (UST), Philippines: A Comparative Study". Few of the items were modified to suit the stated objectives and the target respondents. Others were omitted as they are conceptually identical with some of the constructed questions.

Part I of this questionnaire surveyed the demographics of the teachers: education background, age, and years of work experience.

Part II of the questionnaire investigated the conflict management styles of the teachers: dominating/competing style, collaborating style, compromising style, avoiding style, and accommodating style. In this section, there are twenty- five statements which described the conflict management styles of teachers. Each item was designed to represent one of the five styles which were distributed randomly in the questionnaire. These questions breakdown is presented in the table that follows:

Table 2 Breakdown of Survey Questions

	Styles	Items	Total
1	Dominating/Competing	4, 6, 11, 15, and 24	5
2	Collaborating	3, 10, 14, 20, and 25	5
3	Compromising	1, 8, 13, 18, and 23	5
4	Avoiding	5, 7, 12, 16, and 19	5
5	Accommodating	2, 9, 17, 21, and 22	5

The collected responses from each of the teachers in their conflict management styles were measured and interpreted based on the following criterions:

Table 3 Criteria of Scale Interpretation

Scale	Interpretation	Range
1	Never	1.00 – 1.50
2	Seldom	1.51 – 2.50
3	Occasionally	2.51 – 3.50
4	Often	3.51 – 4.50
5	Always	4.51 – 5.00

The content validity for this instrument was conducted by Patana (2003) through the assistance of various professors: Associate Professor Dr. Kitima Preedeedilok, Associate Professor Dolores de Leon, Associate Professor Sen Keoyote, late Dr. Prudencio B. Sanchez, and Dr. Sonia dela Cruz.

In the same study, through the Cronbach's Alpha Coefficient, the reliability of this instrument was .85. To check for its accuracy, as tested in this study, its reliability, through the collected responses of the teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand, was calculated as .83.

The two parts of this questionnaire were translated from English language to Thai language through the assistance of Siam Translation Center. This center was chosen based on the following criterions: its eligibility to translate from English to Thai language, years of service, and its recognition. Additional details of this center were attached to Appendix D (see page 82).

Furthermore, three additional experts were selected to review its translation accuracy. They were Mr. Sathian (Registrar and Science Teacher), Ms. Ounruen Ounon (Science Teacher), and Ms. Nunee Suparat (English Teacher). These experts were selected based on their knowledge of both the Thai and English language and their eligibility to translate from the Thai language to the English language. Further details of these experts and the translation accuracy evaluations were attached to Appendix D (see page 82) and Appendix E (see page 83).

Collection of Data

This study mainly aimed at finding the relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand in the Academic Year 2015. To achieve this, the researcher surveyed the teachers' demographics and investigated their conflict management styles.

Firstly, the researcher requested permission from the institution's director to implement this study at the institution. Given the permission, the researcher prepared two sets of copies: one for the foreign teachers and one for the Thai teachers. Secondly, the researcher floated the 84 questionnaires. Thirdly, the researcher collected the distributed questionnaires. Unfortunately, only 75 (89 percent) were returned. Lastly, the researcher tabulated and computed the gathered data.

Table 4 Data Collection Process

Date	Data Collection Process
29th October 2014	Acquisition of permission from the Director of Anuban Damrongrachanusorn School
30th October 2014	Distribution of Survey Questionnaires
31st October 2014	Collection of Survey Questionnaires
3rd – 7th November 2014	Tabulation and computation of Data

Data Analysis

This study used a statistical tool to analyze and interpret the collected data from the teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand:

1. *Frequency and Percentage:* to identify the demographics of the teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand;

2. *Frequency, Mean, and Standard Deviation:* to identify the conflict management styles of the teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand;

3. *Mean:* to determine how the teachers in different demographics tend to choose a certain style of conflict management at Anuban Damrongrachanusorn School, Sisaket, Thailand; and

3. *Pearson Product- Moment Correlation Coefficient:* to determine the relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand.

Summary of the Research Process

Research Objectives	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
To identify the teachers' demographics at Anuban Damrongrachanusorn School, Sisaket, Thailand	Teachers at Anuban Damrongrachanusorn School in the academic year 2015.	*Questionnaire* *Part I* – teachers' demographics: education background, age, and years of work experience.	Frequency and Percentage
To identify the teachers' conflict management styles at Anuban Damrongrachanusorn Sisaket, Thailand.			Frequency, Mean, and Standard Deviation
To determine how the teachers in different demographics tend to choose a certain style of conflict management at Anuban Damrongrachanusorn School, Sisaket, Thailand.		*Part II* – teachers' conflict management styles: avoiding, compromising, dominating, accommodating, and collaborating.	Mean
To determine any significant relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand.			Pearson Product-Moment Correlation Coefficient

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presented the significant findings which were obtained from the responses of the seventy- five teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand in the academic year 2015. Through a statistical tool, descriptive information about the teachers' demographics, conflict management styles, and how they tend to choose a certain style of conflict management according to their demographics, and the correlation information between the teachers' demographics and their conflict management styles were established.

These findings were presented in the following sequence:

1. To identify the teachers' demographics at Anuban Damrongrachanusorn School, Sisaket, Thailand.

2. To identify the teachers' conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand.

3. To determine how the teachers in different demographics tend to choose a certain style of conflict management at Anuban Damrongrachanusorn School, Sisaket, Thailand.

4. To determine any significant relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand.

Research Objective One: To identify the teachers' demographics at Anuban Damrongrachanusorn School, Sisaket, Thailand. Part 1 of the survey questionnaire (see

Appendix C) demonstrated the demographics of the respondents. There were 3 research findings illustrated:

1.1 Teachers' Education Background

Table 6 presented the teachers' education background at Anuban Damrongrachanusorn School, Sisaket, Thailand. Initially, this demographic had three categories: bachelor's degree, master's degree, and doctor's degree. However, due to extreme results, it was subdivided into two categories: Bachelor's Degree and Higher than Bachelor's Degree. Thus, out of the seventy- five teachers, 57.34 percent which constituted 43 were bachelor's degree holders and 42.66 percent which constituted 32 were higher than bachelor's degree holders.

Table 6 Teachers' Education Background

Education Background	N	Percentage
Bachelor's Degree	43	57.34
Higher than Bachelor's Degree	32	42.66
TOTAL	75	100.00

1.2 Teachers' Age

Table 7 presented the teachers' age at Anuban Damrongrachanusorn School, Sisaket, Thailand. Initially, this demographic has three ranges: below 25 years, 25 to 49 years, and above 49 years. However, due to extreme results, it was subdivided into two ranges: 49 years and below and above 49 years. Thus, out of the seventy- five teachers, 66.67 percent which constituted 50 were 49 years and below and 33.33 percent which constituted 25 were above 49 years old.

Table 7 Teachers' Age

Age	N	Percentage
49 years old and below	50	66.67
Above 49 years old	25	33.33
TOTAL	**75**	**100.00**

1.3 Teachers' Years of Work Experiences

Table 8 presented the teachers' years of work experience at Anuban Damrongrachanusorn School, Sisaket, Thailand. This has three ranges: Below 10 years, 10 to 19 years, and Above 19 years. Out of the seventy- five teachers, 36.00 percent which constituted 27 had 10 to 19 years of work experience; 34.67 percent which constituted 26 had more than 19 years of work experience; and 29.33 percent which constituted 22 had less than 10 years of work experience.

Table 8 Teachers' Years of Work Experience

Years of Work Experience	N	Percentage
Less than 10 years	22	29.33
10 to 19 years	27	36.00
More than 19 years	26	34.67
TOTAL	**75**	**100.00**

In summary, for research objective 1, among the 75 teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand, in the academic year 2015, majority

were bachelor's degree holder, 49 years and below, and had at least 10 years of work experience.

Research Objective Two: To identify the teachers' conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand. Part II of the survey questionnaire (see Appendix C) demonstrated the conflict management styles of the teachers. Each style was rated from 1 (never) to 5 (always).

2.1 Teachers' Conflict Management Styles- Dominating Style

Table 9 presented the summary of the ratings of the teachers on their dominating style at Anuban Damrongrachanusorn School, Sisaket, Thailand. The overall rating of the teachers on this style was 2.68 (SD = 1.12), in the range of 2.51 to 3.50, interpreted as "occasionally".

In a detailed finding, the teachers' responses showed that they were "often" sticking to their solution to the conflict with the mean of 3.49, "occasionally" arguing their case with their colleagues to show the merits of their position with the mean of 2.85, "occasionally" firm in pursuing their side of the conflict with the mean of 2.81, "seldom" ignoring the suggestions of their colleagues in resolving their conflicts with the mean of 2.15, and "seldom" opposing the views of their colleagues with the mean of 2.12.

Among these five items, the teachers scored the highest mean on sticking to their solution to the conflict with 3.49 and lowest on opposing the views of their colleagues with 2.12.

Table 9 Teachers' Dominating Style

Dominating Style					
	Questions	N	Mean	SD	Interpretation
4	I oppose the views of my colleagues.	75	2.12	1.25	Seldom
6	I am firm in pursuing my side of the conflict.	75	2.81	1.03	Occasionally
11	I stick to my solution to the conflict.	75	3.49	1.01	Often
15	I argue my case with my colleagues to show the merits of my position.	75	2.85	1.20	Occasionally
24	I ignore the suggestions of my colleagues in resolving our conflicts.	75	2.15	1.09	Seldom
	Total	**75**	**2.68**	**1.12**	**Occasionally**

2.2 Teachers' Collaborating Style

Table 10 presented the summary of the ratings of the teachers on their collaborating style at Anuban Damrongrachanusorn School, Sisaket, Thailand. The overall rating of the teachers on this style was 3.92 (*SD* = 0.89), in the range 3.51 to 4.50, regarded as "often".

In a comprehensive finding, the teachers' responses revealed that they were "often" jointly developing a mutually agreeable plan that merges all their views with the mean of 4.40, "often" attempting to find ways to satisfy all their needs with the mean of 4.15, "often" agreeing to their colleagues on the rules and procedures of resolving their conflicts with the mean of 4.08, "often" attempting to investigate an issue with their colleagues to find a solution which will be acceptable to all, and "occasionally" convincing their colleagues of the merit of their position with the mean of 3.01.

With these five items, the teachers scored the highest mean on jointly developing a mutually agreeable plan that merges all their views with 4.40 and lowest on convincing their colleagues of the merit of their position with 3.01.

Table 10 Teachers' Collaborating Style

Collaborating					
	Questions	**N**	**Mean**	**SD**	**Interpretation**
3	I agree with my colleagues on the rules and procedures of resolving our conflicts.	75	4.08	0.94	**Often**
10	I attempt to find ways to satisfy all our needs.	75	4.15	0.80	**Often**
14	I jointly develop a mutually agreeable plan that merges all our views.	75	4.40	0.72	**Often**
20	I attempt to investigate an issue with my colleagues to find a solution which will be acceptable to all.	75	3.97	0.90	**Often**
25	I convince my colleagues of the merit of my position.	75	3.01	1.11	**Occasionally**
	Total	75	**3.92**	**0.89**	**Often**

2.3 Teachers' Compromising Style

Table 11 presented the summary of the ratings of the teachers on their compromising style at Anuban Damrongrachanusorn School, Sisaket, Thailand. The overall rating of the teachers on this style was 3.98 (*SD* = 0.85), in the range 3.51 to 4.50, considered as "often".

In an in-depth finding, the teachers' responses showed that they were "often" using a give-and-take policy to achieve a compromised solution to the conflict with the mean of 4.12, "often" letting others have some of their concerns if they let them have some of theirs with the mean of 4.09, "often" finding solutions which balances the losses of their conflicts with the mean of 3.99, "often" negotiating with their colleagues to reach a compromised solution to their conflict with the mean of 3.93, and "often" working out a fair combination of their gains and losses with the mean of 3.77.

Of these five items, the teachers scored the highest mean on using a give-and-take policy to achieve a compromised solution to the conflict and lowest on working out a fair combination of their gains and losses with 3.77.

Table 11 Teachers' Compromising Style

	Compromising				
	Questions	**N**	**Mean**	**SD**	**Interpretation**
1	I negotiate with my colleagues to reach a compromised solution to our conflict.	75	3.93	0.92	**Often**
8	I let others have some of their concerns if they let me have some of mine.	75	4.09	0.90	**Often**
13	I use a give-and-take policy to achieve a compromised solution to our conflict.	75	4.12	0.72	**Often**
18	I work out a fair combination of our gains and losses.	75	3.77	0.89	**Often**
23	I find solutions which balances the losses for our conflict.	75	3.99	0.81	**Often**
	Total	**75**	**3.98**	**0.85**	**Often**

2.4 Teachers' Avoiding Style

Table 12 presented the summary of the ratings of the teachers on their avoiding style at Anuban Damrongrachanusorn School, Sisaket, Thailand. The overall rating of the teachers on this style was 3.17, in the range 2.51 to 3.50, evaluated as "occasionally".

In a detailed finding, the teachers' responses revealed that they were "often" attempting to avoid being on the spot and keeping their conflicts to themselves to not affect the resolution of their conflict with the mean of 3.73, "occasionally" gaining agreement for their position by avoiding details on which they disagree with the mean of 3.41, "occasionally" avoiding discussing their conflict out in the open with

the mean of 3.20, "occasionally" do not know whether their colleagues have factions or not with the mean of 2.88, and "occasionally" ignoring the conflicts existing within their school with the mean of 2.65.

Among these five items, the teachers scored the highest mean on attempting to avoid being on the spot and keeping their conflicts to themselves to not affect the resolution of their conflict with 3.73 and lowest on ignoring the conflicts existing within their school with 2.65.

Table 12 Teachers' Avoiding Style

	Avoiding				
	Questions	**N**	**Mean**	**SD**	**Interpretation**
5	I attempt to avoid being on the spot and I keep my conflicts to myself to not affect the resolution of our conflict.	75	3.73	0.93	**Often**
7	I avoid discussing my conflicts out in the open.	75	3.20	1.27	**Occasionally**
12	I gain agreement for my position by avoiding details on which we disagree.	75	3.41	1.07	**Occasionally**
16	I ignore the conflicts existing within our school.	75	2.65	1.18	**Occasionally**
19	I do not know whether my colleagues have factions or not.	75	2.88	1.06	**Occasionally**
	Total	75	**3.17**	**1.10**	**Occasionally**

2.5 Teachers' Conflict Management Styles- Accommodating Style

Table 13 presented the summary of the ratings of the teachers on their accommodating style at Anuban Damrongrachanusorn School, Sisaket, Thailand. The

overall rating of the teachers on this style was 3.96, in the range 3.51 to 4.50, interpreted as "often".

In a comprehensive finding, the teachers' responses revealed that they were "always" attempting not to hurt the feelings of their colleagues with the mean of 4.53, "often" submitting themselves to the caprices of their colleagues to avoid conflict with the mean of 3.96, "often" going along with the views of their colleagues with the mean of 3.89, "often" giving in to the suggestions of their colleagues despite the reservations with the mean of 3.76, and "often" attempting to satisfy the expectations of their colleagues at their own expense with the mean of 3.65.

With these five items, the teachers scored the highest mean on attempting not to hurt the feelings of their colleagues with 4.53 and lowest on attempting to satisfy the expectations of their colleagues at their own expense with 3.65.

Table 13 Teachers' Accommodating Style

	Accommodating				
	Questions	**N**	**Mean**	**SD**	**Interpretation**
2	I attempt not to hurt the feelings of my colleagues.	75	4.53	0.70	**Always**
9	I go along with the views of my colleagues.	75	3.89	0.86	**Often**
17	I submit myself to the caprices of my colleagues to avoid conflict.	75	3.96	0.98	**Often**
21	I give in to the suggestions of my colleagues despite the reservations.	75	3.76	0.77	**Often**
22	I attempt to satisfy the expectations of my colleagues at my own expense.	75	3.65	0.92	**Often**
	Total	**75**	**3.96**	**0.85**	**Often**

Table 14 showed the summary of the overall ratings of the teachers' five conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand. The general rating of the teachers' conflict management styles was 3.54, in the range 3.51 to 4.50, interpreted as "often".

Based on the findings, the teachers' conflict management styles, ranked from the highest to the lowest, were "often" compromising with the mean score of 3.98, "often" accommodating with the mean score of 3.96, "often" collaborating with the mean score of 3.92, "occasionally" avoiding with the mean score of 3.17, and "occasionally" dominating with the mean score of 2.68.

Among these five styles, the teachers had the highest mean score on compromising style with 3.92 and lowest on dominating style with 2.68.

Table 14 Teachers' Conflict Management Styles

	Conflict Management Styles	Mean	SD	Interpretation
1	Compromising Style	3.98	0.92	Often
2	Accommodating Style	3.96	0.85	Often
3	Collaborating Style	3.92	0.89	Often
4	Avoiding Style	3.17	1.10	Occasionally
5	Dominating Style	2.68	1.12	Occasionally
	Total	**3.54**	**0.97**	**Often**

Research Objective Three: To determine how the teachers in different demographics tend to choose a certain style of conflict management at Anuban Damrongrachanusorn School, Sisaket, Thailand.

Table 15 presents the mean of the teachers' conflict management styles classified by their education background. Based on the findings, the teachers who had bachelor's degree tend to choose accommodating style with the mean of 4.00, compromising style with the mean of 3.93, collaborating style with the mean of 3.91, avoiding style with the mean of 3.27, and dominating/competing style with the mean of 2.59. On the other hand, the teachers who had higher than bachelor's degree tend to choose compromising style with the mean of 4.42, collaborating style with the mean of 3.97, accommodating style with the mean of 3.82, avoiding style with the mean of 3.37, and dominating/competing style with the mean of 2.22.

Table 15 Mean of the Teachers' Conflict Management Styles Classified by Education

Background

Conflict Management Styles	Education Background	
	Bachelor's Degree	Higher than Bachelor's Degree
Dominating/Competing Style	2.59	2.22
Collaborating Style	3.91	3.97
Compromising Style	3.93	4.42
Avoiding Style	3.27	3.37
Accommodating Style	4.0	3.82

Table 16 presents the mean of the teachers' conflict management styles classified by their age. As the findings showed, the teachers who were 49 years old and below were likely to implement compromising style with the mean of 4.37,

accommodating style with the mean of 4.36, collaborating style with the mean of 3.95, avoiding style with the mean of 3.30, and dominating/competing style with the mean of 2.83. On the contrary, the teachers who were above 49 years old were like to implement accommodating style with the mean of 4.02, compromising with the mean of 4.01, collaborating style with the mean of 3.99, avoiding style with the mean of 3.28, dominating/competing style with the mean of 2.72.

Table 16 Mean of the Teachers' Conflict Management Styles Classified by Age

Conflict Management Styles	Age	
	49 years and below	Above 49 years
Dominating/Competing Style	2.83	2.72
Collaborating Style	3.95	3.99
Compromising Style	4.37	4.01
Avoiding Style	3.30	3.28
Accommodating Style	4.36	4.02

Table 17 presents the mean of the teachers' conflict management styles classified by their years of work experience. Based on the tabulated data, the teachers who below than 10 years of work experience tend to implement collaborating style with the mean of 3.84, compromising style with the mean of 3.81, accommodating style with the mean of 3.50, avoiding style with the mean of 3.38, and dominating/competing style with the mean of 2.62. Furthermore, those who had 10 to 19 years of work experience tend to implement compromising style with the mean of 3.96,

accommodating style with the mean of 3.95, collaborating style with the mean of 3.89, avoiding style with the mean of 3.23, and dominating/competing style with the mean of 2.72. Finally, those who had above 19 years of work experience tends to implement compromising style with the mean of 4.13, accommodating style with the mean of 4.05, collaborating style with the mean of 4.04, avoiding style with the mean of 3.08, and dominating/competing style with the mean of 2.73.

Table 17 Mean of the Teachers' Conflict Management Styles Classified by Years of Work Experience

Conflict Management Styles	Years of Work Experience		
	Below 10 years	10 to 19 years	Above 19 years
Dominating/Competing Style	2.62	2.72	2.73
Collaborating Style	3.84	3.89	4.04
Compromising Style	3.81	3.96	4.13
Avoiding Style	3.38	3.23	3.08
Accommodating Style	3.50	3.95	4.05

Research Objective Four: To determine any significant relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand. Part I and Part II of the survey questionnaire (see Appendix C) were used accordingly to determine the relationship between these two variables. The findings were:

4.1 Relationship between the teachers' education background and their conflict management styles

Table 18 showed the relationship between the teachers' education and their conflict management styles background at Anuban Damrongrachanusorn School, Sisaket, Thailand. Along with the fourth objective of this study, the researcher set up the research hypothesis *"There is a significant relationship between the teachers' education background and their conflict management styles"*. However, in the findings of this study, it was found that the significant value was 0.4858 which was bigger than the 0.05 level of significance. Thus, there was no significant relationship between the teachers' education backgrounds and their conflict management styles.

Table 18 Relationship between the Teachers' Education Background and their Conflict Management Styles

		Teachers' Conflict Management Styles
Teachers' Education Background	Pearson Correlation	-0.0004
	Sig. (2- tailed)	0.4858
	N	75

4.2 Relationship between the teachers' age and their conflict management styles

Table 19 demonstrated the relationship between the teachers' age and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand. Along with the fourth objective of this study, the researcher set up the research

hypothesis *"There is a significant relationship between the teachers' age and their conflict management styles"*. However, with the findings of this study, it was revealed that the significant value was 0.5448 which was bigger than the 0.05 level of significance. Thus, there was no significant relationship between the teachers' age and their conflict management styles.

Table 19 Relationship between the Teachers' Age and their Conflict Management Styles

		Teachers' Conflict Management Styles
Teachers' Age	Pearson Correlation	-0.0107
	Sig. (2- tailed)	0.5448
	N	75

4.3 Relationship between the teachers' years of work experience and their conflict management styles

Table 20 showed the relationship between the teachers' years of work experience and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand. Along with the fourth objective of this study, the researcher set up the research hypothesis *"There is a significant relationship between teachers' years of work experience and their conflict management styles"*. However, in the findings of this study, it was showed that the significant value was 0.5025 which was bigger than the 0.05 level of significance. Thus, there was no significant relationship between the teachers' years of work experiences and their conflict management styles.

Table 17 Relationship between the Teachers' Years of Work Experience and their Conflict Management Styles

		Teachers' Conflict Management Styles
Teachers' Years of Work Experience	Pearson Correlation	0.0638
	Sig. (2- tailed)	0.5025
	N	75

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presented the conclusion of this study, the discussion of the findings, and the recommendations for the selected school and further studies on conflict management styles.

Initially, this study surveyed the teachers' demographics, investigated the teachers' conflict management styles, determined how the teachers tend to choose a certain style of conflict management classified by their demographics, and determined the relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand, in the academic year 2015. Based on the returned and tabulated responses, these significant findings were found.

Findings

1. Teachers' Demographics

> **1.2** In the teachers' education background, 43 were bachelor's degree holders and 32 were higher than bachelor's degree holders.
>
> **1.2** In the teachers' age, 50 were 49 years old and below and 25 were above 49 years old.
>
> **1.3** In the teachers' years of work experience, 27 had 10 to 19 years of work experience, 26 had more than 19 years of work experience, and 22 had less than 10 years of work experience.

2. Teachers' Conflict Management Styles

2.1 In the teachers' dominating style, the general mean was 2.66. The "sticking to their solution to the conflict" style was scored high with 3.49 and the "opposing the views of their colleagues" style was scored low with 2.12.

2.2 In the teachers' collaborating style, the average score was 3.92. The teachers had the highest score on "jointly developing a mutually agreeable plan that merges all their views with 4.40 and lowest on "convincing their colleagues of the merit of their position" with 3.01.

2.3 In the teachers' compromising style, the general mean was 3.98. The teachers had the highest score on "using give-and-take policy to achieve a compromised solution to their conflict" with 4.12 and lowest on "working out a fair combination of their gains and losses" with 3.77.

2.4 In the teachers' avoiding style, the average score was 3.17. The "attempting to avoid being on the spot and keeping their conflicts to themselves to not affect the resolution of their conflict" style was scored high with 3.73 and the "ignoring the conflicts existing within their school" style was scored low with 2.65.

2.5 In the teachers' accommodating style, the average score was 3.96. The teachers had the highest score on "attempting to not hurt the feelings of their colleagues" with 4.53 and lowest on "attempting to satisfy the expectations of their colleagues at their own expense" with 3.65.

2.6 Overall, in the teachers' conflict management styles, the general score was 3.54. Ranked from the highest to the lowest, the teachers were often compromising with 3.98, often accommodating with 3.96, often

collaborating with 3.92, occasionally avoiding with 3.17, and occasionally dominating with 2.68.

3. Mean of the Teachers' Conflict Management Styles Classified by Demographics

3.1 The mean of the teachers' conflict management styles as classified by their education background presented that the bachelor's degree holders were more accommodating while the higher than bachelor's degree holders were more compromising.

3.2 The mean of the teachers' conflict management styles as classified by their age presented that the 49- year olds and below were more compromising while the above 49- year olds were more accommodating.

3.3 The mean of the teachers' conflict management styles as classified by their years of work experience presented that those who had below 10 years of work experience were more collaborating, those who had 10 to 19 years of work experience were more compromising, and those who had above 19 years of work experience were more accommodating.

4. Relationship between the Teachers' Demographics and their Conflict Management Styles

1.1 The findings on the correlation showed that there was no significant relationship between the teachers' education background and their conflict management styles.

1.2 The findings on the correlation revealed that there was no significant relationship between the teachers' age and their conflict management styles.

1.3 The findings on the correlation found that there was no significant relationship between the teachers' years of work experience and their conflict management styles.

CONCLUSION

Based on the findings derived from the data analysis of this study, the following conclusions were drawn:

1. Teachers' Demographics

The general percentage of the teachers' demographics at Anuban Damrongrachanusorn School, Sisaket, Thailand, found that majority of them were/had:

1.1 Education Background: bachelor's degree holders;

1.2 Age: 49 years old and below; and

1.3 Years of Work Experience: 10 to 19 years of work experience.

2. Teachers' Conflict Management Styles

The general mean of teachers' conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand in the academic year 2015 were:

2.1 "Occasionally" Dominating;

2.2 "Often" Collaborating;

2.3 "Often" Compromising;

2.4 "Occasionally" Avoiding; and

2.5 "Often" Accommodating.

2.6 Ranked from the highest to the lowest, often compromising, often accommodating, often collaborating, occasionally avoiding, and occasionally dominating.

3. Mean of the Teachers' Conflict Management Styles Classified by Demographics

The mean of the teachers' conflict management styles as classified by their demographics at Anuban Damrongrachanusorn School in the academic year 2015 were:

3.1 Accommodating (*bachelor's degree*) and compromising (*higher than bachelor's degree*).

3.2 Compromising (*49 years old and below*) and accommodating (*above 49 years old*).

3.3 Collaborating (*below 10 years of work experience*), compromising (*10 to 19 years of work experience*), and accommodating (*above 19 years of work experience*).

4. Relationship between Teachers' Demographics and their Conflict Management Styles

At the 0.05 level of significance, the correlation analysis between the teachers' conflict management styles and their demographics showed that:

4.1 There was no significant relationship between the teachers' education background and their conflict management styles;

4.2 There was no significant relationship between the teachers' age and their conflict management styles; and

4.3 Finally, there was no significant relationship between the teachers' years of work experience and their conflict management styles.

DISCUSSION

The following were the discussions of the answers to the questions identified in this study:

1. What are the teachers' demographics at Anuban Damrongrachanusorn School, Sisaket, Thailand?

Education Background: This study found that most of the teachers held a bachelor's degree, followed by teachers who finished master's degree, then least with those who held a doctor's degree.

On the basis of the requirements issued by the Khurusapa (2555), teachers ought to hold a bachelor's degree which benefits education and it must be certified by either the Teachers' Council of Thailand (TCT) or the Teacher Civil Service and Educational Personnel Commission (TEPC) or the Civil Service Commission (CSC). The teachers should further need to pass the Test of English for International Communication, except for teachers coming from The United Kingdom of Great Britain and Northern Ireland, Ireland, The United States of America, Commonwealth of Australia, New Zealand, and Canada, or pass on the other foreign language foreign test such as the International English Language Testing System (IELTS) or Test of English as a Foreign Language (TOEFL).

The teachers' education background at Anuban Damrongrachanusorn School in the academic year 2015 disclosed that a number of them have the need to finish their higher degree to be able to corroborate their experiences and knowledge to

the teaching and learning process. As specified by the thriving education system of Finland, teachers, at minimum, should have a master's degree when teaching at the primary level (Finnish National Board of Education, 2014). With this, the teachers could be more effective and efficient educators and conflict managers in the new century.

Age: The result of this study on the teachers' ages found that more than half of the teachers at Anuban Damrongrachanusorn School were 25 to 49 years old, followed by those who were above 49 years old, then least with those who were below 25 years old. Considering the requirement which entails teachers to be at least 20 years old as imposed by the Khurusapha (2555), also known as The Teachers Council of Thailand, was up to standard of Anuban Damrongrachanusorn School as most of the teachers in this institution were more than 20 years old.

This requirement, however, was, to some extent, supported by the article published by Clairemont High School (as cited in The Arrow, 2014), as teachers' performances in school were not measured according to age but on their capability to teach.

Years of Work Experience: In the finding of this study, it was found that most of the teachers had 10 to 19 years of teaching experience, followed by those with more than 19 years of work experience, then least by those with less than 10 years of teaching experience.

Work experience offers countless benefits. It provides skills and experiences which will allow people to stand out to potential employers (The Institute of Engineering and Technology, 2015). Furthermore, it equips people with soft skills such as team working, differentiates them and makes them more employable, and grants personal development.

Also, years of work experience plays a significant role in the management of conflicts. It assist the people (educators) to understand the everyday realities of managing conflicts, effectively manage all sorts of conflicts, understand their own weaknesses and strengths in managing conflicts, and professionally develop themselves as conflict managers.

2. What are the teachers' conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand?

An analysis of the collected responses revealed that the teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand, were "often" compromising, accommodating, and collaborating, and "occasionally" dominating and avoiding.

The compromising style of the teachers showed that they were often using a give-and-take policy to achieve a compromised solution to their conflict, often letting others have some of their concerns if they let them have some of theirs, often finding solutions which balances the losses for their conflict, often negotiating with their colleagues to reach a compromised solution to their conflict, and often working out a fair combination of their gains and losses.

Furthermore, the teachers' responses revealed that they were always attempting not to hurt the feelings of their colleagues, often submitting themselves to the caprices of their colleagues to avoid conflict, often going along with the views of their colleagues, often giving in to the suggestions of their colleagues despite the reservations, and often attempting to satisfy the expectations of their colleagues at their own expense.

Moreover, the teachers' collaborating style revealed that they were often jointly developing a mutually agreeable plan that merges all our views, often

attempting to find ways to satisfy all their needs, often agreeing with their colleagues on the rules and procedures of resolving their conflict, often attempting to investigate an issue with their colleagues to find a solution which will be acceptable to them, and occasionally convincing their colleagues of the merit of their position.

The teachers' responses likewise revealed that they were often attempting to avoid being on the spot and they keep their conflicts to themselves to not affect the resolution of their conflict, occasionally gaining agreement for their position by avoiding details on which they disagree, occasionally avoiding their conflicts to be discussed in the open, occasionally does not know whether their colleagues have factions or not, and occasionally ignoring the conflicts existing within their school.

Finally, the teachers' dominating style showed that they were often sticking to their solution to the conflict, occasionally arguing their case with their colleagues to show the merits of their position, occasionally are firm in pursuing their side of the conflict, seldom ignore the suggestions of their colleagues in resolving their conflicts, and seldom oppose the views of their colleagues.

In an overview of their five conflict management styles, it was shown that the teachers, ranked from the highest to the lowest, were often compromising, often accommodating, often collaborating, occasionally avoiding, and occasionally dominating.

Similar finding was found by Violetta (2012) on her study of the "Development of Conflict Management Strategies to Increase the Organizational Effectiveness in Nordic Companies" where collaborating style was the mostly used conflict management style. Harper (2004)'s study on *"The Conflict Management Styles, Strength of Conflict Management, Self- Efficiency, and Moral Development*

Levels of School Counselors" likewise found a similar finding where compromising style was the main conflict management style used.

Baumgardner (2013) and SNU (2014), on the other hand, further explained that, in general, people *dominate* because they know they are right, time is short and a quick decision is needed, they need to stand up for their rights, and a strong personality is trying to steamroller them and they do not want to be taken advantage of. They *collaborate* because they trust each other, they want their colleagues to also have ownership of the solutions, they need to work through animosity and hard feelings, and their colleagues are willing to change their thinking as more information is found and new options are suggested. They *compromise* because they are equally committed to the goals, time can be saved by reaching intermediate solutions on the individual parts of complex issues, and goals are moderately important. They *avoid* because conflict is small and their relationship is at stake, they are upset and they need to cool off, more important issues are available, they have no power and no chance of meeting their concerns, and they are too emotionally involved and their colleagues can solve the conflict more successfully. They *accommodate* because an issue is not as important to them as it is for their colleagues, they realize they are wrong, the time is not right to solve the issue and you would prefer to simply build credit for the future, and harmony in the relationship is extremely important.

3. How do the teachers in different demographics tend to choose a certain style of conflict management at Anuban Damrongrachanusorn School, Sisaket, Thailand?

In the examination of how the teachers in different demographics tend to choose a certain style of conflict management, the data gathered disclosed that (a) the bachelor's degree holders were accommodating and the higher than bachelor's degree

holders were compromising, (b) the 49 - year olds and below were compromising and the above 49 -year olds were accommodating, and (c) those who had below 10 years of work experience were collaborating, those who had 10 to 19 years of work experience were compromising, and those who had above 19 years of work experience were accommodating.

Overall, the teachers in different demographics tend to choose more the compromising, accommodating, and collaborating style and least of avoiding and dominating style. Reading through the previous study on the "Conflict Management Styles of the Deans at Assumption University of Thailand and University of Santo Tomas: A Comparative Study" by Patana (2003), it was found that this finding was fairly similar where the deans conflict management styles were, as rated by the deans themselves were more avoiding, collaborating, compromising, and less accommodating and dominating. On the other hand, as rated by the teachers, the dean's conflict management styles were more accommodating, collaborating, and compromising, and less avoiding, and dominating.

4. Is there any significant relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand?

This study tested the relationship between the teachers' demographics (education background, age, and years of work experience) and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand.

The distribution of the teachers' demographics (education background and age) at this institution for the academic year 2015, according to this study's data was fairly equal. Some categories in each demographics were high, normal, and low.

The findings of this study showed that, at the 0.05 level of significance, there was no significant relationship between the teachers' demographics and their conflict management styles at Anuban Damrongrachanusorn School, Sisaket, Thailand in the academic year 2015. This finding was fairly similar to the study of Vokic and Sontor (2010) on "Conflict Management Styles in Croatian Enterprises - The Relationship between Individual Characteristics and Conflict Handling Styles" where a significant correlation between the Croatian employees' conflict management styles and their individual characteristics was neither found.

Furthermore, in a related concept, in the comparative study by Patana (2003) on the deans' conflict management styles, it showed that there was no significant difference between the deans' conflict management styles and demographics. As concluded, education background was not a determinant of one's styles of conflict management, age did not affect the handling styles of the deans, and quantity of work experience does not have any important bearing to the conflict management styles.

In conclusion, as published by Southern Nazarene University (2001), demographics and conflict management styles do not have any correlation as the five styles are dependent on a variety of factors i.e. the levels of the conflicts, and teachers deal with conflicts based on given situations and not according to their demographics.

RECOMMENDATION

With the preceding findings found in this study, the following recommendations were forwarded.

1. Recommendations for the director and the department heads at Anuban Damrongrachanusorn School, Sisaket, Thailand

Based on the findings in this study, few of the teachers opposed the views of their colleagues, argued their case to show the merits of their position, ignored the suggestion of their colleagues, ignored the school's conflicts, do not care whether their colleagues have factions or not, avoided discussing their conflicts with their colleagues, and gained agreement by avoiding the details on which they disagree. Hereby, the researcher recommends the school director and department heads at Anuban Damrongrachanusorn School, Sisaket, Thailand to conduct trainings, workshops, or seminars about management of school conflicts. With this manner, the teachers will be well-informed about the advantages, disadvantages, and the applications of the five conflict management styles.

2. Recommendations for the teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand

Although all the teachers at Anuban Damrongrachanusorn School, Sisaket, Thailand have satisfied all the teaching requirements imposed by the Khurusapha, a number of them are recommended to pursue higher education degree especially those who holds a bachelor's degree in order to validate and increase their knowledge about the technicalities of primary education. Consequently, they will be more effective and efficient educators.

Furthermore, it is recommended that the teachers ought to be aware not only to the potential benefits of the use of conflict management styles based on given situations and nature of conflicts but also to the enrichment and improvement which they could receive when their management of conflicts are brought to the extreme limit.

Lastly, it is recommended that the teachers ought to be attentive to the drawbacks of the five conflict management styles, as (a) *in dominating style*, conflicts can escalate and losers may retaliate; (b) *in collaborating style*, the process takes a lot of time and energy, and some may take advantage of other people's trust and openness; (c) *in compromising style*, important values and long-term objectives can be derailed in the process, the process may not work if initial demands are too great, and the process can spawn cynicism especially if there's no commitment to honor the compromise solutions; (d) *in avoiding style*, important decisions may be made by default and postponing may make matters worse; and (e) *in accommodating style*, one's own ideas don't get attention and credibility and influence can be lost.

3. Recommendations for the future researchers

This relationship study between the demographics and the conflict management styles was conducted to 75 teachers at Anuban Damrongrachanusorn School in the academic year 2015. With respect to this study's findings, the future researchers are recommended to conduct an in- depth study on the conflict management styles of teachers in relation to communicating, organizing, and planning to assess the administrative and management skills of the teachers.

REFERENCES

Anderson, J. (2014). *Difference Between Inter- & Intra- Group Conflict.* Retrieved September, 2014 from http://smallbusiness.chron.com/difference-between-inter--intra-group-conflict-2658.html

Azurin, W. (2013). *Conflict Management Styles of Secondary School Administrators in Cagayan Province, Philippines.* Retrieved July, 2014 from http://iamure.com/publication/index.php/iamure/article/download/651/805

Baumgardner, A. (2013). *Conflict Management Styles: The Start of Effective Conflict Management.* Retrieved June, 2014 from http://www.astridbaumgardner.com /articles/articles-3/76-conflict-management-styles-the-start-of-effective-conflict-management.html

Boundless. (2014). *Common Causes of Conflict.* Retrieved September, 2014 from https://www.boundless.com/management/textbooks/boundless-management-textbook/groups-teams-and-teamwork-6/managing-conflict-55/common-causes-of-conflict-277-3941/

Bright, Paul. (2014). *Advantages and Disadvantages of Conflict Styles.* Retrieved October, 2014 from http://www.ehow.com/info_8461007_advantages-disadvantages-conflict-styles.html

Brown, L. K. (1979). *Managing Conflict among Groups.* In D. A. Kolb, T. M. Rubin & J. M. McIntyre (Eds.), Organizational Psychology. A book of readings (3rd ed., pp. 377-389). Englewood Cliffs. NS: Prentice Hall.

Burrell, B. (2001). *Conflict Management.* Retrieved from http://web.mit.edu/collaboration/mainsite/modules/module1/1.11.5.html

Conflict. (n.d.). *In Wikipedia.* Retreived June, 2014 from http://blog.apastyle.org/ apastyle/2009/10/how-to-cite-wikipedia-in-apa-style.html

Crossman, A. (2014). *Conflict Theory.* Retrieved from http://sociology.about.com/od/ Sociological-Theory/a/Conflict-Theory.htm

de Wit, F. R. C., Greer, L. L., & Jehn, K. A. (2012). The paradox of intragroup conflict: A meta-analysis. *Journal of Applied Psychology, 97*, 360-390. doi:10.1037/a0024844

Dontigney, E. (2014). *5 Conflict Management Strategies.* Retrieved June, 2014 from http://smallbusiness.chron.com/5-conflict-management-strategies-16131.html

DuBrin, A. J. (1972). *The Practice of Managerial Psychology: Concepts and Methods of Manager and Organization Development.* (pp. 211- 227). New York: Pergamon Press.

Education Portal. (2014). *What is Interpersonal Conflict at Work: Definition, Types & Examples.* Retrieved September, 2014 from http://education-portal.com/academy/lesson/what-is-interpersonal-conflict-at-work-definition-types-examples.html#lesson

Education Portal. (2014). *What is Conflict Management? – Definition, Styles & Strategies.* Retrieved September, 2014 from http://education-portal.com/academy/lesson/what-is-conflict-management-definition-styles-strategies.html#lesson

Finnish National Board of Education. (2014). *Teacher Education.* Retrieved December, 2014 from http://www.oph.fi/english/education_system/ teacher_education

Fleetwood, K. (1987). *The Conflict Management Styles and Strategies of Educational Managers* (Master's Thesis). University of Delaware, Delaware, USA.

Foster, C. (2014). *Social Psychology- Intergroup Relations and Conflict.* Retrieved September, 2014 from http://organisationdevelopment.org/tag/intragroup-conflict/

Harper, C. E. (2004) *The Conflict Management Styles, Strength of Conflict Management Self- efficacy, and Moral Development of School Counselors* (Dissertation). North Carolina State University, North Carolina, USA.

Hanson, M. (1991). *Educational Administration and Organizational Behavior* (3rd Edition). Boston: Allyson and Bacon.

Intragroup Conlfict. (n.d.). *In Wikipedia.* Retrieved June, 2014 from http://en.wikipedia.org/wiki/Intragroup_conflict

Jehn, K. A.; Mannix, E. A. (2001). *"The dynamic nature of conflict: A longitudinal study." Academy of Management Journal* **44** (2): 238–251. doi:10.2307/3069453

Kalish, D. (2014). *Competing Style.* Retrieved June, 2014 from http://www.dougsguides.com/competing

Kantharalak District. (2013). *In Wikipedia.* Retrieved August, 2014 from http://en.wikipedia.org/wiki/Amphoe_Kantharalak

Khanthaprateep, T. (2012). *Video of Anuban Damrongrachanusorn School.* Thailand: Youtube.

Khurusapha. (2555). *Requirements.* Retrieved November, 2014 from http://site.ksp.or.th/download.php?site=englishsite&SiteMenuID=29

LeBaron, M. (2003). *Culture and Conflict.* Retrieved July, 2014 from http://www.beyondintractability.org/essay/culture-conflict

Lindelow, J. & Scott, J. (n.d.). *Managing Conflict.* Retreived June, 2014 from http://files.eric.ed.gov/fulltext/ED309519.pdf

Luke, A. (2014). *Five Ways That Conflict Actually Benefits You and Your Organization.* Retrieved from http://smallbusiness.chron.com/five-ways-conflict-actually-benefits-organization-15771.html

Maltzman, R. (2010). *Conflict management- Climate Change Style.* Retrieved September, 2014 from http://www.earthpm.com/2010/03/conflict-management-climate-change-style/

Middlemist, R. D., & Hitt, M. A. (1988). *Organizational behavior: Managerial strategies for performance.* St. Paul, MN: West Publishing

Mind Tools. (2014). *Bell and Hart's Eight Causes of Conflict.* Retrieved June, 2014 from http://www.mindtools.com/pages/article/eight-causes-conflict.htm

Patana, G. (December, 2003). *Conflict Management Styles of the Deans in Assumption University of Thailand and the University of Santo Tomas of the Philippines: A Comparative Study* (Master's Thesis). Assumption University of Thailand, Bangkok, Thailand.

Rahim, M. A. (2001). *Managing conflict in Organizations* (3rd Ed.) Westport, CT: Quorum Books.

Rahim, M. A. (2002). *Toward A Theory of Managing Organizational Conflict.* Retrieved June, 2014 from http://193.140.134.6/~gokturk/sbox/Rahimtowarddevtheory.pdf

Robinson, R. (1996). *The politics of 'Asian values'.* The Pacific Review, 9(3), 309-327. Retrieved July, 2014 from http://www.tandfonline.com/doi/abs/10.1080/09512749608719189#.Ut4l99IhLIU

Smith, E & Mackie, D. (2007). *Social Psychology* (3rd Edition). Philadelphia: Psychology Press.

Spillane, R. (1972). *Cooling or Coping? School community tensions.* Speech to the American Management Association. New York City, New York.

Sophia Jowett & David Lavallee (2007). *Social Psychology in Sport.* Illinois Human Kinetics, Inc.

Soutar, G., McNeil, M. M., & Molster, C. (1994). *The impact of the work environment on ethical decision making: some Australian evidence.* Journal of Business Ethics, 13(5, 27- 390). Retrieved from July, 2014 http://link.springer.com/ article/10.1007%2FBF00871761

Southern Nazarene University. (2001). *Conflict Management and Strategies and Styles.* Retrieved September, 2014 from http://home.snu.edu/~hculbert /conflict.htm

Stack, L. (2005). *Conflict in the Workplace: Conflict can be positive and productive.* Retrieved September, 2014 from http://www.aviationpros.com/article/ 10385718/conflict-in-the-workplace-conflict-can-be-positive-and-productive

Taplin, D. (2014). *5 Negotiation Types to Improve Your Project Success.* Retrieved June, 2014 from http://www.maxicaconsulting.co.uk/wordpress/

Taylor, D & Moghaddam, F. (1994). *Theories of Intergroup Relations: International Social Psychological Perspectives.* (Second Edition). New York: Praeger

TexasLearn.com. (2007). *Importance of Continuous Teacher Training.* Retrieved November, 2014 from http://www.texaslearn.com/aboutus/continuoustraining

The Arrow. (2014). Pro/Con: Older vs. Younger Teachers; Which is Better? Retrieved December, 2014 from http://chsarrow.com/opinion/2011/04/12/procon-older-vs-younger-teachers/

The Institute of Engineering and Technology. (2015). *The Benefits of Work Experience.* Retrieved March, 2015 from http://www.theiet.org/students/work-careers/work-experience/benefits.cfm.

The Teachers Council of Thailand. (2555). *Entering the Profession.* Retrieved November, 2014 from http://site.ksp.or.th/home.php?site=englishsite

Thomas, K. and Kilmann, R. (n.d.). *Five Conflict Management Styles.* Retrieved June, 2014 from http://www.ntc.edu/studentlifeblog/wp-content/uploads/Handout-Conflict-Management-Styles.pdf

Thomas, K. and Kilmann, R. (2008). *Thomas- Kilmann Conflict Mode Instrument.* Retrieved September, 2014 from https://www.psychometrics.com/ docs/tki_pir.pdf

Tjosvold, D. (1991). *The Conflict- Positive Organization: Stimulate Diversity and Create Unity.* Reading, MA: Addison- Wesley Publishing Company. Retrieved July 2014 from http://www.getcited.org/pub/102860267

Types of Conflicts. (n.d.). *Types of Conflicts- Four Classifications.* Retrieved September, 2014 from http://www.typesofconflict.org/types-of-conflict/

University of Wisconsin. (2014). *Conflict Styles.* Retrieved June, 2014 from https://www.ohrd.wisc.edu/home/HideATab/LeadershipManagementDevelopment/ ConflictResolution/AboutConflict/ConflictStyles/tabid/228/Default.aspx

University of Notre Dame. (2014). *The Five Styles of Conflict Resolution.* Retrieved October, 2014 from http://www.notredameonline.com/resources/negotiations/the-five-styles-of-conflict-resolution/#.VD8U8RYYmGw

Violeta, B. (2012). *Conflict Management Strategies to Increase the Organizational Effectiveness in Nordic Companies* (Master's Thesis). Reykjavik University, Reykjavik, Iceland.

Vokic, N. and Sontor, S. (2010). *The relationship between individual characteristics and conflict handling styles- the case of Croatia. Problems and Perspectives in Management.* Vol. 8 (Issue 3). Retrieved November, 2014 from

http://businessperspectives.org/journals_free/ppm/2010/PPM_EN_2010_03_Vokic

.pdf

Wehr, P. (1998). *The Development of Conflict Knowledge.* Retrieved July, 2014 from

www.colorado.edu/conflit/peace/essay/wehr7492.htm

APPENDICES

APPENDIX A

Letter to the Principal

Assumption University of Thailand
GRADUATE SCHOOL OF EDUCATION
Bangkok, Thailand

3 November 2014

Dear Sir,

The undersigned student of Assumption University of Thailand is currently conducting a research entitled "*A COMPARATIVE STUDY OF THE TEACHERS' CONFLICT MANAGEMENT STYLES ACCORDING TO THEIR DEMOGRAPHICS AT ANUBAN DAMRONGRACHANUSORN SCHOOL IN KANTHARALAK DISTRICT, SISAKET PROVINCE, THAILAND*", in partial fulfillment of the course ED7201/2 (Thesis).

In this connection, I would like to ask your permission to allow me to conduct the study here at Anuban Damrongrachanusorn School.

I am hoping for your approval in this matter.

Very respectfully yours,

Markimson T. Bennagen
Researcher

APPENDIX B

Letter to the Respondents

Assumption University of Thailand
GRADUATE SCHOOL OF EDUCATION
Bangkok, Thailand

3 November 2014

Dear Respondents,

I am currently conducting a study entitled "*A COMPARATIVE STUDY OF THE TEACHERS' CONFLICT MANAGEMENT STYLES ACCORDING TO THEIR DEMOGRAPHICS AT ANUBAN DAMRONGRACHANUSORN SCHOOL IN KANTHARALAK DISTRICT, SISAKET PROVINCE, THAILAND*", as a requirement of the course ED7201/2 (Thesis).

In this connection, I would like to request you to be one of the respondents in my study. I hope you can help me by answering the instrument sincerely and truthfully.

Thank you very much.

Very truly yours,

Markimson T. Bennagen
Researcher

APPENDIX C

Survey Questionnaire

Part I

Demographics

Instruction: Please tick (✔) the items that apply to you.

Age

(   ) less than 25 years

(   ) 25 – 49 years

(   ) above 49 years

Education

(   ) Doctor's Degree

(   ) Master's Degree

(   ) Bachelor's Degree

Work Experience

(   ) below 10 years

(   ) 10 – 19 years

(   ) above 19 years

Part II

Conflict Management Styles

Instruction: Please read each statement. Tick (✓) the level of description which best describe your conflict management styles following the scale below.

5 – Always   4 – Oftentimes   3 – Occasionally   2 – Seldom   1 – Never

	Indicators	Scale				
		5	4	3	2	1
1	I negotiate with my colleagues to reach a compromised solution to our conflict.					
2	I attempt not to hurt the feelings of my colleagues.					
3	I agree with my colleagues on the rules and procedures of resolving our conflicts.					
4	I oppose the views of my colleagues.					
5	I attempt to avoid being on the spot and I keep my conflicts to myself to not affect the resolution of our conflict.					
6	I am firm in pursuing my side of the conflict.					
7	I avoid discussing my conflicts out in the open.					
8	I let others have some of their concerns if they let me have some of mine.					
9	I go along with the views of my colleagues.					
10	I attempt to find ways to satisfy all our needs.					
11	I stick to my solution to the conflict.					
12	I gain agreement for my position by avoiding details on which we disagree.					
13	I use a give-and-take policy to achieve a compromised solution to our conflict.					
14	I jointly develop a mutually agreeable plan that merges all our views.					
15	I argue my case with my colleagues to show the merits of my position.					
16	I ignore the conflicts existing within our school.					
17	I submit myself to the caprices of my colleagues to avoid conflict.					
18	I work out a fair combination of our gains					

	and losses.					
19	I do not know whether my colleagues have factions or not.					
20	I attempt to investigate an issue with my colleagues to find a solution which will be acceptable to all.					
21	I give in to the suggestions of my colleagues despite the reservations.					
22	I attempt to satisfy the expectations of my colleagues at my own expense.					
23	I find solutions which balances the losses for our conflict.					
24	I ignore the suggestions of my colleagues in resolving our conflicts.					
25	I convince my colleagues of the merit of my position.					

แบบสอบถามเพื่อสำรวจ
ส่วนที่ 1
ประชากรศาสตร์

คำแนะนำ: ทำเครื่องหมาย (✔) ข้อที่ตรงกับตัวคุณมากที่สุด

อายุ
(　) น้อยกว่า 25 ปี
(　) 25 – 49 ปี
(　) 49 ปีขึ้นไป

ระดับการศึกษา
(　) ปริญญาเอก
(　) ปริญญาโท
(　) ปริญญาตรี

ประสบการณ์การทำงาน
(　) น้อยกว่า 10 ปี
(　) 10 – 19 ปี
(　) 19 ปีขึ้นไป

ส่วนที่ 2

รูปแบบการจัดการความขัดแย้งต่างๆ

คำแนะนำ: โปรดอ่านเนื้อความในแต่ละข้อ ทำเครื่องหมาย (✓) ในระดับคำอธิบายที่ใช้อธิบายรูปแบบการจัดการความขัดแย้งของท่านได้ดีที่สุดตามระดับท้ายนี้

5 – สม่ำเสมอ   4 – บ่อยครั้ง   3 – เป็นบางครั้ง   2 – แทบจะไม่   1 – ไม่เคย

	ตัวชี้วัด	ระดับ				
		5	4	3	2	1
1	ข้าพเจ้าต่อรองกับเพื่อนร่วมงานเพื่อให้ได้แนวทางแก้ไขปัญหาความขัดแย้งที่ประนีประนอม					
2	ข้าพเจ้าพยายามที่จะไม่ทำร้ายความรู้สึกของเพื่อนร่วมงาน					
3	ข้าพเจ้าตกลงกับเพื่อนร่วมงานเกี่ยวกับกฎระเบียบและกระบวนการในการแก้ไขข้อขัดแย้งต่างๆ					
4	ข้าพเจ้าปฏิเสธความเห็นของเพื่อร่วมงาน					
5	ข้าพเจ้าพยายามที่จะหลีกเลี่ยงการเป็นจุดสนใจ และเก็บปัญหาความขัดแย้งไว้กับตัวเองเพื่อไม่ให้กระทบต่อการแก้ไขปัญหาความขัดแย้งต่างๆ ของเรา					
6	ข้าพเจ้ายืนยันอย่างหนักแน่นต่อความเห็นของข้าพเจ้าที่เกิดข้อขัดแย้งขึ้น					
7	ข้าพเจ้าหลีกเลี่ยงการหารือเกี่ยวกับข้อขัดแย้งอย่างเปิดเผย					
8	ข้าพเจ้าให้บุคคลอื่นได้มีโอกาสแสดงข้อกังวลได้หากพวกเขาให้ข้าพเจ้าแสดงข้อกังวลของข้าพเจ้าได้เช่นกัน					
9	ข้าพเจ้าเห็นพ้องไปกับความเห็นของเพื่อนร่วมงาน					
10	ข้าพเจ้าพยายามหาทางที่จะตอบสนองความต้องการของทุกฝ่าย					
11	ข้าพเจ้ายึดมั่นในแนวทางแก้ไขปัญหาของข้าพเจ้า					
12	ข้าพเจ้าได้รับข้อตกลงสำหรับท่าทีของข้าพเจ้าโดยการหลีกเลี่ยงการกล่าวรายละเอียดในสิ่งที่เรามีความเห็นไม่ตรงกัน					
13	ข้าพเจ้าใช้แนวทางให้และรับเพื่อให้ได้มาซึ่งแนวทางการแก้ไขข้อขัดแย้งที่ประนีประนอม					
14	ข้าพเจ้าร่วมมือกันพัฒนาแผนงานที่เห็นชอบร่วมกันที่มาจากการรวมความเห็นจากทุกฝ่าย					
15	ข้าพเจ้าโต้แย้งปัญหาของข้าพเจ้ากับเพื่อนร่วมงานเพื่อสนับสนุนข้อดีของความเห็น					

15	ข้าพเจ้าโต้แย้งปัญหาของข้าพเจ้ากับเพื่อนร่วมงานเพื่อสนับสนุนข้อดีของความเห็นของข้าพเจ้า					
16	ข้าพเจ้าเพิกเฉยต่อข้อขัดแย้งที่มีอยู่ในโรงเรียนของข้าพเจ้า					
17	ข้าพเจ้าพยายามโน้มน้าวเพื่อร่วมงานเพื่อหลีกเลี่ยงความขัดแย้ง					
18	ข้าพเจ้าหาทางผสมผสานอย่างชอบธรรมซึ่งสิ่งที่ได้มาและเสียไปของฝ่ายต่างๆ					
19	ข้าพเจ้าไม่รู้ว่าเพื่อนร่วมงานของข้าพเจ้ามีการแบ่งพรรคแบ่งพวกหรือไม่					
20	ข้าพเจ้าพยายามสืบหาประเด็นต่างๆ ร่วมกับเพื่อนร่วมงานเพื่อหาแนวทางแก้ไขปัญหาที่จะได้รับการยอมรับจากทุกฝ่าย					
21	ข้าพเจ้าทำตามคำแนะนำของเพื่อนร่วมงานแทนที่จะไม่ใส่ใจ					
22	ข้าพเจ้าพยายามที่จะตอบสนองความคาดหวังต่างๆ ของเพื่อนร่วมงานโดยออกค่าใช้จ่ายเอง					
23	ข้าพเจ้าหาทางแก้ไขปัญหาเพื่อไม่ให้เกิดความสูญเสียจากความขัดแย้ง					
24	ข้าพเจ้าไม่ใส่ใจคำแนะนำจากเพื่อนร่วมงานในการแก้ไขปัญหาความขัดแย้ง					
25	ข้าพเจ้าพยายามทำให้เพื่อร่วมงานเชื่อในข้อดีของความเห็นของข้าพเจ้า					

APPENDIX D

Translator and Translation Reviewers

<u>Translator:</u>

	Name	Service	Years of Service	Recognition
1	Siam Translation Center	Translation service from various languages; including, Thai, English, German, Italian, French, Dutch, Spanish, Chinese, Japanese, Laos, Burmese, Vietnamese, and Arabic as well as interpreting service	25	Recognized by foreign embassies in Thailand and Ministry of Foreign Affairs.

<u>Translation reviewers:</u>

	Name	Education	Years of Service	Position
1	Mr. Sathian Sisan	Bachelor of Science in Agriculture	14	Teacher/Registrar
2	Ms. Ounruen Ounon	Bachelor of Science in Biotechnology	2	Science Teacher
3	Ms. Nunee Suparat	Bachelor of Arts in English	2	English Teacher

APPENDIX E

Translation Accuracy Evaluations

Translation parameters:

1. Does the translation reflect the message of the source text ?(Accuracy)

   ➤ Yes.

2. Have any elements of the message been left out ?(Completeness)

   ➤ No.

3. Does the sequence of ideas make sense: Is there any nonsense or contradiction? (Logic)

   ➤ No.

4. Are there any factual errors? (Facts)

   ➤ No.

5. Are there any problems in the way the text is arranged on the page: spacing, indentation, margins, etc? (Layout)

   ➤ Yes, the format of the letter to the principal.

Evaluated by: Mr. Sathian Sisan

Position: Registrar/Science Teacher

*** Adapted from Brian Mossop, Revising and Editing for Translators, St. Jerome Publishing, Manchester UK, 2001. ISBN: 1-900650-45-2 (pbk) (as cited in Multi- Languages Corporation. (n.d.). *High Quality Translation and Interpretation Services Revision Guidelines for Translations.* Retrieved from http://www.multi-languages.com/translators_revisions.shtml)

Translation Accuracy Evaluations

Translation parameters:

1. Does the translation reflect the message of the source text ?(Accuracy)

   ➢ <u>No. Some minor mistakes in the grammar occurred.</u>

2. Have any elements of the message been left out ?(Completeness)

   ➢ <u>No.</u>

3. Does the sequence of ideas make sense: Is there any nonsense or contradiction? (Logic)

   ➢ <u>No.</u>

4. Are there any factual errors? (Facts)

   ➢ <u>No.</u>

5. Are there any problems in the way the text is arranged on the page: spacing, indentation, margins, etc? (Layout)

   ➢ <u>No.</u>

Evaluated by: <u>Ms. Ounruen Ounon</u>

Position: <u>Science Teacher</u>

*** Adapted from Brian Mossop, Revising and Editing for Translators, St. Jerome Publishing, Manchester UK, 2001. ISBN: 1-900650-45-2 (pbk) (as cited in Multi- Languages Corporation. (n.d.). *High Quality Translation and Interpretation Services Revision Guidelines for Translations*. Retrieved from http://www.multi-languages.com/translators_revisions.shtml)

Translation Accuracy Evaluations

Translation parameters:

1. Does the translation reflect the message of the source text ?(Accuracy)

   ➢ Yes.

2. Have any elements of the message been left out ?(Completeness)

   ➢ No.

3. Does the sequence of ideas make sense: Is there any nonsense or contradiction? (Logic)

   ➢ No.

4. Are there any factual errors? (Facts)

   ➢ No.

5. Are there any problems in the way the text is arranged on the page: spacing, indentation, margins, etc? (Layout)

   ➢ No.

Evaluated by: Ms. Nunee Suparat

Position: English Teacher

*** Adapted from Brian Mossop, Revising and Editing for Translators, St. Jerome Publishing, Manchester UK, 2001. ISBN: 1-900650-45-2 (pbk) (as cited in Multi- Languages Corporation. (n.d.). *High Quality Translation and Interpretation Services Revision Guidelines for Translations*. Retrieved from http://www.multi-languages.com/translators_revisions.shtml)

BIOGRAPHY

Markimson Tomas Bennagen was born the second of four siblings at home into the hands of his grandmother in Kapangan, Benguet, Philippines. From birth until the age of 20, his mum and dad raised him with the teachings of the Catholic Church, which, up to this time, continues to practice Christianity.

Upon graduating from high school, he enlisted at Benguet State University where he later graduated his Bachelor of Secondary Education – Major in Mathematics. Following his graduation, he reviewed for the Philippine professional teacher's licensure examination. Fortunately, with the grace of God, he surpassed the mark and was registered as a professional teacher.

Due to the high rate of unemployment and underemployment of teachers in the country, he took the risk of searching for a job in Thailand. Providentially, through the generous assistance of his aunt, he was able to find a teaching position in one of the public schools in Sisaket, Thailand in Isaan province. However, with a vision of enhancing his knowledge and skills in education, he quit his job and moved to the country's capital to pursue his higher degree – master in educational administration. He believes that with this degree, he would improve his skills and seek a teaching position at a prestigious school or university in Bangkok.

His motto in life is: No one knows what you can do until you try.