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Personality Types and Conflict Management Styles

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ABSTRACT

In order to identify the relationship between the personality types and conflict management styles of the schools administrators of the province of Bohol, this research was carried out. A total of 158 public secondary schools administrators from the Division of Bohol participated this study. It was assumed that no significant relationship existed between the personality types and conflict management styles; moreover, no significant relationship existed as well between the variables of personality types namely openness to experience, conscientiousness, extraversion, agreeableness and neuroticism and the variables of conflict management styles namely competing, collaborating, compromising, avoiding and accommodating. The participants were asked to accomplish the two scales which are the BFI or the Big Five Inventory to determine their dominant personality types and the Thomas-Kilmann Conflict Mode Questionnaire to determine their preferred conflict management styles. Treatment of the data confirmed that most of the participants have conscientiousness as the dominant personality type. Furthermore, results show that the participants preferred avoiding style the most in managing conflict and it showed consistency in all statistical analyses done. Results confirm the null hypothesis through correlations; thus, personality types and conflict management styles have no significant relationship. However, the researcher found out that openness to experience is significantly related to collaborating and avoiding styles. Conscientiousness has significant relationship with competing, collaborating, and avoiding styles. Extraversion is significantly correlated with competing, collaborating, and avoiding styles. Agreeableness has significant relationship with competing, collaborating and avoiding styles. Neuroticism is significantly correlated with avoiding style only. Furthermore, all of the personality types have significant correlation with the avoiding style of managing conflict.

Introduction

Conflict is inevitable among humans. When two or more social entities like individuals, groups or organizations, come in contact with one another in attaining their objectives, their relationships may become incompatible or inconsistent (Rahim, 2001). Rahim (2001) hypothesized that a certain amount of conflict is essential to the proper functioning of groups, like stability and order. Conflict is a reality in an organization. If an organization is to take advantage of conflict, it must be properly managed so as to enhance its positive consequences. Conflict management then has become phenomenal in the field of management and administration nowadays. It is deemed important for both organizations and employees. Organizations can get great returns, better utilization of resources, better outcomes, improved work environment and above all better future as a whole. On the other hand, employees can also reap more advantages with proper conflict handling style.

Leaders or managers, as well, use various styles to handle conflicts, which vary from individual to individual. Proper management of conflicts increases efficiency at both individual and group levels (Ahmed, et al., 2010). Personality traits is one of the most important determinants of conflict management styles (Ahmed, et al., 2010). Scientists use more extensive definitions of personality. One of these definitions, by the American psychologists Randy Larsen and David Buss (2015), states that personality is a stable, organized collection of psychological traits and mechanisms in the human being that influences his or her interactions with the psychological, social and physical environment surrounding them. Some people cannot control feelings when in conflict; others tend to remain silent and avoid, while others remain cool and collected to face challenging situations. The differences on how one reacts could affect much the organizations' harmonious working relationships and effectiveness. For years, researchers are working to uncover the relationship between personality and conflict.

The Department of Education, Division of Bohol, for years of its existence, has ventured already on testing the personality types among its administrators and teaching force. Personally, the researcher herself has even experienced answering their tests. However, it needed emphasis on the transparency and interpretation of the tests and discussion of the results with the concerned respondents. Transparency of the results of the psychological tests administered would have achieved the purpose of the division-wide test.

Determining one's personality is a way of knowing and understanding each other better and understanding one another is a key to a harmonious working relationship which would pave a way for the attainment of the organizations' goals and objectives. The rise of conflict cases calls for the knowledge and skills regarding conflict strategies of the school administrators. So far, there have been no formal assessments yet, like studies or evaluations of existing grievance committees regarding the identification of conflict strategies done in the public secondary schools of Bohol. Thus, it is in this light that the researcher wishes to pursue the study with the hope that its outcome would help strengthen the implementation of the guidelines and policies or standard operating procedures when dealing with conflict in school level. As a result of this investigation, the researcher will design a repertoire of activities for personality enhancement and development as well as a matrix on conflict management training or seminar because the researcher personally believes that enhancing the personality leads to proper choices in managing conflict. Though the theory of Costa and McCrae purports that one's personality tends to remain unchanged to old age, Jackson (2012) indicates that right interventions or programs yield significant increase in some personality types.

Furthermore, this study seeks to identify the personality factors of the school administrators and determine whether these factors are deemed determinants of the preferred conflict management styles of the said respondents. Moreover, the study is personally considered as worth pursuing because the researcher believes that what matters most is not what conflict situation the organization is in rather how the administrators react to the situation which determines effectiveness and success of the organization.

Literature Review

The personality variable in this study is anchored on two theories. First, is the Gordon Allport's Trait Theory which is an approach to the study of human personality. Trait theory is primarily interested in the measurement of traits, which can be defined as habitual patterns of behavior, thought, and emotion. According to this perspective, traits are relatively stable over time, differ across individuals--some people are outgoing whereas others are shy-- and influence behavior (The Five Factor Model, Boundless Psychology, 2015).

This theory supports the study since it ventures on the personality types of the respondents. Considering that the respondents are secondary school administrators of the Division of Bohol, trait theory would be the best to support because it is expected that people of their age have stable personality traits already since they are in middle adulthood. Moreover, we could not expect that these people have uniform personality traits, too which in turn would result to different behaviors they would manifest in their respective workplaces.

The second theory is the Five Factor Theory of Personality of Costa and McCrae which is considered contemporary and inspiring a significant amount of research (Engler, 2012). According to this theory, the big five personality traits consist of Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. The researcher purposely borrows this theory to support the study since this is the most recent theory of personality in contemporary psychology and the most convenient one compared to other theories with as many as sixteen factors or as few as only three factors. If the respondents

will score high in Openness to Experience, it means that they are imaginative, curious, original, and open-minded. Accordingly, this trait is correlated with the cognitive abilities, thus, as one gets older, manifestation of this trait tends to decline. If respondents score high in Conscientiousness, it means that they are careful, responsible, and organized. Moreover, they are achievement-driven and it indicates success in the workplace.

On the other hand, if respondents score high in Extraversion, it means that they are sociable, assertive, talkative, and active. Furthermore, it implies that they are most comfortable around with people and they are full of energy. Usually, it is expected that people in the administrative position have good interpersonal skills as it is part of their duties and functions to meet and negotiate with people. If the respondents score high in Agreeableness, it means that they manifest behaviors like being courteous, flexible, trusting, cooperative, and tolerant. The respondents then, cultivate a warm atmosphere in their workplaces.

Lastly, if the respondents score high in Neuroticism, they manifest behaviors like being anxious, depressed, worried, and insecure. Respondents, then lack emotional stability and manifestation of this may pose threat in their work environment. Neuroticism is the only "negative" factor among the big five personality traits, so the study will help determine if our respondents need psychological help.

Moreover, the Five Factor Theory states that personality is stable in adulthood—that the traits one showed at thirty would remain essentially unchanged unto old age (Costa & McCrae, 2003, Dima, 2009). Some claim that the Five Factor isn't really a theory of personality; however, Costa & McCrae (2009) argued that it implicitly adopts the basic tenets of trait theory: that individuals can be characterized in terms of enduring patterns of thoughts, feelings, and actions; that traits can be quantitatively assessed, and; that they show some degree of cross-situational consistency.

On the other hand, the conflict management style variable in this study is anchored on the model/theory of Kenneth Thomas and Ralph Kilmann which identified five different conflict management styles of dealing conflict with varying degrees of cooperativeness and assertiveness.

Assertiveness measures the extent to which an individual attempts to satisfy his/her own concerns, and cooperativeness assesses the extent to which an individual attempts to satisfy the other person's concerns. According to the model of Thomas and Kilmann conflict styles as mentioned in the study of Ma, Zhenzhong (2005), these two dimensions yield five styles in handling conflict: competing (high concern for self, low concern for others), collaborating (high concern for self and others), compromising (moderate concern for self and for others), accommodating (low concern for self and high concern for others), and avoiding (low concern for self and low concern for others).

Respondents who will score in competing style mean that they are likely to control the conflict situation and exercise coercive power. They have less regard on relationship with their subordinates. They want to satisfy their own needs. On the other hand, if respondents score high in collaborating, it means they prefer to seek cooperation from their subordinates to achieve a better solution. It offers the chance for consensus, the integration of needs, and the potential to exceed the "budget of possibilities" that previously limited our views of the conflict. It brings new time, energy, and ideas to resolve the dispute meaningfully.

Moreover, if respondents score high in compromising, it means that they prefer tradeoffs and not likely to risk which may not be that satisfying to both parties. However, if the respondents score high in accommodating, they tend to satisfy the need of the other party at the expense of their own. Opposite to competing, they prefer to preserve relationships rather than winning.

Lastly, if respondents score high in avoiding, it means that the administrator employs the delaying tactics. Though the downside of this style is it will cause conflict to build up, accordingly, this style is appropriate when the issues are of low importance, or it is clear to both parties that the consequences of delay in making a decision will be minimal.

To summarize the theory in terms of its respective goals, in competing, the goal is "to win"; in collaborating the goal is "to find a win-win solution"; in compromising, the goal is "to find a middle ground; in accommodating, the goal is "to yield", and; in avoiding, the goal is "to delay" (Groth, Alexis, 2010). Groth (2010) further mentioned that the Thomas-Kilmann conflict styles theorized that everyone is capable of performing all of these styles but every person performs some of the styles better than others.

So far, there are no theories yet relating personality and conflict management styles however, several studies have found out that a relationship between the two variables existed as will be discussed later. This is one of the reasons that the researcher explored the study— a finding which would indicate a relationship between the two variables means a birth of a theory.

Several DepEd Orders and a Republic Act on personality and conflict resolution support this study. DepEd Order No. 42, series of 2007 entitled "The Revised Guideline on Selection, Promotion, and Designation of School Heads" supports the personality variable in this study. The order indicates that psychosocial attributes and personality traits comprise one criterion in the ranking of Head Teacher/Principal positions. Republic Act 9285 otherwise known as Alternative Dispute Resolution Act of 2004 declares "the policy of the State to actively promote party autonomy in the resolution of disputes or the freedom of the party to make their own arrangements to resolve their disputes." These legal bases support the study as the former gave emphasis on the importance of personality traits of the school administrators whereas the latter implies that an administrator must have sufficient knowledge regarding the use of conflict management style on certain situations as to best deal and settle conflict within the school level thereby exercising autonomy and does not need to escalate to the higher level.

In line with the aforementioned republic act, DepEd Order No. 15, series of 2012, states that the Department of Education "shall promote the use of alternative dispute resolution (ADR) for a speedy resolution of disputes in the Department." Specifically, the order aims to "(1) manage disputes at the lowest possible level, (2) provide an alternative procedure and enhance the existing mechanism in managing disputes, and; (3) develop the capabilities of personnel in managing disputes at all levels." This supports the study as it calls the administrator to form or enhance conflict management skills to have a speedy settlement of conflict should it arise.

Additionally, DepEd Order No. 35, series of 2004 otherwise known as Revision of Grievance Machinery of the Department of Education, states "that the grievance machinery shall refer to a workable system for determining or providing the best way to remedy the specific cause or causes of the grievance. It is intended to help promote wholesome and desirable employee relations in the Department and to prevent employee discontent and dissatisfaction." This legal basis strongly supports the study as it clearly highlights that all schools need grievance machinery where knowledge on conflict management styles is needed.

According to Anwar, et al. (2012), conflicts are differences of opinion among inter-reliant relations which leads to irreconcilable goals and interests; whereas Wall and Callister take it as a process which starts with perception of one party which another party is opposing, or negatively affecting the first party's interest (Rahim 2002, as cited in Ara, et al., 2012). Mintzberg's Managerial roles approach says that a manager has to spend sufficient time and energy in solving conflict as he has to take roles as a negotiator and conflict manager (Mukundan & Zakariya, 2013). Vokic (2009) reaffirmed with his finding that executives spend eighteen percent of their time resolving employee personality clashes.

Similarly, Ferguson (2015) noted that managers spend a minimum of 25 percent of their time settling conflict in the workplace. Furthermore, Patsy E. Johnson (2015) stated that school principals devote a significant portion of their time in dealing with conflict. Principals who look for the sources of these conflicts may find that many of them reside in the principal's own interpersonal behaviors, which may be products of their leadership skills. Furthermore, Johnson narrated a comment from a school principal that thirty to forty percent of the job is preventing or dealing with conflict. Thus, today's effective managers' challenge is not to avoid conflicts rather to keep it at a minimum level and manage it constructively.

Likewise, Cerado (2014) states that conflict in the country's public secondary schools are on the rise in the recent years. This is mainly due to unresolved conflicts between the students, teachers, and the school administrators. These have had negative impact on the academic standards and performance of the school and the student.

According to Daft (2000), of all the skills required for effective team management, none is more important than handling the conflicts that arise among the organization. Vokic, 2009, emphasized conflict management skills as prerequisites for individuals to function effectively at any levels of an organization. Considering the diversified workforce, successful management would depend heavily on the manager's ability to handle conflict effectively as when conflict is left unmanaged, it can lead to a diminished cohesiveness among employees, productivity, and reduced organizational fitness (Mukundan & Zakariya, 2013).

The effect of conflict depends on the person who manages it and the adoption of the right conflict management styles (Mukundan & Zakariya, 2013). According to Ma, Zhenzhong (2005), conflict style refers to specific behavioral patterns that one prefers to employ when addressing conflict situations. It is found that choice of strategies varies from individual to individual (Anwar, et al., 2012).

Related texts have discussed conflict management styles in different perspective and found that there are various determinants of selection of conflict management styles; various researchers have given various findings like differences on the basis of gender, position in job, experience, age (Ma, Zhenzhong, 2005). Thus, it is in this light that the researcher included the profile of the respondents specifically on age, gender, civil status, educational qualifications and years of experience as administrators to find out if there are differences in their style of managing conflict given the above mentioned information. Copley (2008) has suggested that an individual's conflict management style is a behavioral orientation on how to approach and handle conflict, with individuals choosing a pattern of five principles to guide them through the conflict process. These patterns evolve into actions and reactions that become known as their "style". According to Copley, conflict management style is a "general and consistent orientation toward the other party and the conflict issues, manifest in observable behaviors that form a pattern and share common characteristics over time."

The start of being an effective conflict manager is being aware of your style in handling conflict and the style of those that you deal with (Baumgardne, Astrid, 2013). Researchers have been studying the best ways to handle conflict resulting in an impressive literature on conflict-handling styles (Ma, Zhenzhong, 2005).
According to Ahmed, et al. (2010), personality traits is one of the most important determinants of conflict-handling styles. Anwar (2012) also mentioned that responses to conflict and conflict related behavior are dependent on traits of personalities. Moreover, Mukundan and Zakkariya (2013) found that personality orientation does have specific patterns in conflict resolution. Cattell (as cited in Engler, B., 2012) defined personality as "that which permits prediction of what a person will do in a given situation".

According to Daft (2000), understanding an individual's personality can help predict how that person will act in a particular situation. Managers who appreciate the ways their employee's personalities differ have insight into what kinds of leadership behavior will be most influential. However, McShane & Glinow (2005) narrated in their book that personality traits have little to do with one's job performance. On the other hand, they further noted that although the organizations stopped administering personality test some period in history, recent scholars have reintroduced the idea that effective leaders have identifiable traits and that personality explains some of a person's positive attitudes and life happiness.

Perrine (2014) mentioned that understanding your personality type can diffuse conflicts before they arise. If you know you tend to have a knee-jerk reaction when a problem arises, you can adjust this behavior and be more receptive to the situation. Conversely, if you're usually quick to accept responsibility for a problem — even if it's not your fault — you can train yourself to be more analytical and evaluate the situation before determining how to address it.

According to Mullins (1999), producing a good team of people requires understanding of the team's strengths and weaknesses. A balanced team with complementary personalities, skills, and abilities is ideal. Personality questionnaires can therefore be first part of the process. Additionally, a healthy personality and the wellness of the school administrators' well-being affect the way they administer their duties and responsibilities.

There have been arguments that broader personality predispositions rather than isolated traits affect people's strategies in approaching conflict situation and therefore more comprehensive measurement of personality should be used to investigate individual's characteristic mode of conflict management styles (Ma ,Zhenzhong, 2005).

The big five personality types which is a consensus of researches on the trait view of personality, captures individual characteristics that are affective, experiential and motivational (Ma, Zhenzhong, 2005) and are more likely to predict individuals' behavioral intentions in conflict situations. Moreover, the big five personality types show consistency in interviews, self-descriptions, and observations, across a wide range of participants of different ages and from different cultures. It is the most widely accepted structure among trait theorists and in personality psychology today, and the most accurate approximation of the basic trait dimensions (Five Factor Model, Boundless Psychology, 2015).

Research on the relationship between personality and conflict styles has produced mixed results as discussed later in the related studies. While some early studies supported a relationship between conflict styles and personality dimensions, like Moberg (2001, as cited in Ma, Zhenzhong, 2005) which found that the big five personality types have direct impact on the preferences of conflict management style selection, others have reported weak relationships between personality and styles of handling conflict. The inconsistency triggered some researchers to question whether individual personality traits are important in predicting conflict-handling styles.

Several studies provide underpinnings to this endeavor. The study of Ma, Zhenzhong (2005) on "Exploring the Relationships between the Big Five Personality Factors, Conflict Styles, and Bargaining Behaviors" proved essentially instrumental in this work. Findings of the study indicates that a positive relationship existed between extraversion and competing, between extraversion and collaborating, and between agreeableness and compromising, as well as negative relationship between extraversion and avoiding, between neuroticism and compromising, and between agreeableness and competing. Moreover, the findings suggest that extraversion, agreeableness, and neuroticism are three most important personality factors in the Big Five that predict conflict.

Findings of the study of Ejaz, Iqbal, and Ara (2012) on "Relationship among Personality Traits and Conflict-Handling Styles of Call Center Representatives and Appraisal of Existing Service Model" indicated significant correlations between openness and collaborating, compromising, and competing. It also showed that Neuroticism is significantly related to avoiding. Conscientiousness depicted significant relationship to accommodating and collaborating. Agreeableness also agrees with collaborating and accommodating. Extraversion was significantly related to compromising and highly related to competing.

Moreover, the results of the study of Kasan (2012) on "Faculty Conflict Management Styles and Their Impact on Professional Relationships" of the Lyceum Philippines, Laguna show that the respondents prefer on avoidant and compromising styles. The competing and collaborating styles are less likely to be observed while the accommodating style is the least choice.

Similarly, the study of Martires (2012) on "Conflict Management Styles of Selected Managers and their Relationship with Management and Organization Variables" showed that the majority of the managers use the collaborative mode of conflict management which is congruent to the study of past decades. The study states that Filipinos adopted this western management and practice and that though collaboration is considered alien to the Filipino culture, it leads to be the most effective conflict handling style. The second dominant style, compromising, indicates their desire in sharing and searching for solutions that result in satisfaction among conflicting parties. Accordingly, this finding is highly consistent with the strong Filipino value of smooth interpersonal relations like pakikisama (going together), tayo-tayo (togetherness), and bayanihan (spirit of helping each other). The researcher said that Filipinos generally exhibit a desire to please by settling at a solution in which each party in conflict may end at a partial win-partial lose situation.

Church and Katigbak's study (2011) on "Studying Personality Traits Across Cultures: Philippine Examples" found out that Filipino women averaged higher in all Neuroticism, Agreeableness, but did not average higher in the in Extraversion.
  Additionally, findings of the study of Cerado (2014) on "Conflict Resolution Strategies among School Principals in Region XII" concluded that the school administrators predominantly employed the compromising and collaborating styles to handle conflict. However, the study further states that conflict resolution strategies of the secondary school administrators were not affected by personal factors. Accordingly, the inadequacy of competence on the different conflict resolution strategies and the limited knowledge on the conduct of preliminary investigation were the top concerns of school administrators.

Although the study has been explored already in the global and local contexts, the researcher still wants to pursue the study because this might contribute in the formulation of a theory relating the personality types with conflict management styles. The study however, attempted as well to uncover whether each personality type predict a specific conflict management style a respondent will employ.

Personality is lifted from the Five Factor Theory of Personality stating that individuals can be characterized in terms of enduring patterns of thoughts, feelings, and actions and the Trait theory affirming that personality remains stable when one reaches adulthood. On the other hand, conflict styles is borrowed from the Thomas-Kilmann conflict theory stating that an individual attempts to resolve conflict in terms of concern for his/her self and concern for others.

Thus, in this study, the researcher intends to identify the personality types of the public secondary schools administrators in terms of the Big Five Personality Factors which is composed of Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.

On the other hand, the researcher proposes to identify the conflict management styles of school leaders in terms of the Thomas-Kilmann Conflict Stlyles using the available Thomas-Kilmann conflict mode questionnaire otherwise known as the TKI since this instrument is widely used and accepted. While this tool helps one identify one's preferred way of dealing with conflict, it is important to note that the way a person deals with conflict can change over time and with different interactions. The tool can be useful in helping one identify one's weaknesses in conflict resolution so that one can work on one's skills in communicating. Furthermore, this study seeks to determine whether personality types prove to be determinants of the preferred conflict management styles of public secondary schools administrators.

Methodology

Research Design
 The study employed the descriptive-correlational method of research in determining the personality traits and conflict management styles of the respondents after the responses were collected, tallied and tabulated. Furthermore, the study made use of two sets of questionnaires—the Big Five Inventory (BFI) of Lewis Golberg to determine the personality types of the respondents and the Thomas- Kilmann Conflict Mode Questionnaire (TKI) to determine the conflict management styles of the respondents. The method hopefully helped the researcher to ascertain the above-mentioned variables involved in the study.

Research Participants
The Department of Education Bohol Division serves three Educational Service Area or Congressional Districts namely Congressional District 1 (CD1), Congressional District 2 (CD2), and Congressional District 3 (CD 3) each comprising specific towns. Congressional District 1 has thirty five secondary schools, Congressional District 2 and 3 have sixty seven and fifty nine secondary schools respectively. That would total to a number of 161 public secondary schools in Bohol. All the 161 school heads/principals initially served as respondents of this research. However, as discussed in the scope and limitation of the study, only 158 were retrieved and specifically, CD 1 from 35 has 33 respondents, CD 2 respondents all participated and CD 3 has one participant lacking making it 58 respondents only and 158 as the total number. The participants were selected via purposive sampling as the researcher intended to have all the administrators participate. These participants were then grouped according to age, gender, civil status, educational qualifications, and length of experience as administrator and for each, their personality types and conflict management styles were determined.

Research Instruments
 The main tools utilized in order to gather pertinent data to the study are two survey questionnaires each to measure the two variables—the Big Five Inventory (BFI) for the personality types and the Thomas-Kilmann Conflict Mode Questionnaire (TKI) for the conflict management styles of the respondents. Both questionnaires are standardized and widely used and accepted by many researchers, thus, the researcher did not make modifications and revisions. Furthermore, pilot testing was also no longer needed. The researcher asked permission through an e-mail from the sites from where she accessed the questionnaires.

A. The Big Five Inventory. The Big Five Inventory was used to determine the personality types of the respondents. Developed by Lewis Goldberg, this instrument is a 44-item inventory which measures the individual on the big five personality types. Respondents were asked to indicate on a five-point scale on how accurately each statement describes him or her, where 1=strongly disagree and 5=strongly agree. The complete set of the inventory is attached here as Appendix A. Sample statements include, "I see myself as someone who : (1) is talkative, (2) tends to find faults with others, (3) does a thorough job, (4) is depressed, blue, and; (5) is original, comes up with new ideas." This instrument unraveled the personality types of the respondents; whether they are open to experience, conscientious, extravert, agreeable, or neurotic.

B. The Thomas-Kilmann Conflict Mode Questionnaire. Another standardized questionnaire, the Thomas-Kilmann Conflict Mode Questionnaire was used to measure the conflict management styles of the respondents. Developed by Kenneth Thomas and Ralph Kilmann, this instrument is composed of thirty pairs of statements with which the respondents had to choose by encircling the statement which most closely described their behavior. Sample pairs of statements are: "A. I try to find a

compromise situation. B. I attempt to deal with all of his and my concerns," and "A. I try to avoid creating unpleasantness for myself. B. I try to win my position." The complete questionnaire is attached here as Appendix C together with its scoring guide. This questionnaire unraveled the conflict management styles of the respondents if they use competing, collaborating, compromising, accommodating, or avoiding.

Research Procedure

Data Gathering. After seeking the permission of the Division Secondary Schools Superintendent and the school administrators to conduct the study through a written approval, the researcher distributed the survey questionnaires to the school heads and principals `and let them accomplish the questionnaires. After which, the questionnaires were retrieved for the statistical treatment, analysis and interpretation of data in order to form findings, conclusion, and recommendations of this study. Validity of the answers of the respondents were secured through time bounded answering of the questionnaires as delay in retrieval may affect the validity of the answers.

Scoring. To score the personality types, the respondents' responses were treated through a five-point scale. On the other hand, the respondents' answers to the Thomas-Kilmann Conflict Mode Instrument were treated through a forced choice rating scale. To establish the relationship between each of the personality types and conflict management styles, Pearson r correlation was used. To establish relationship between the two variables namely the personality and conflict management styles, the Pearson r correlation was used as well.

Statistical Treatment

In the analysis of the data, the following procedures were followed. The answered questionnaires will be collected, tallied and tabulated. To determine the profile of the dominant personality trait of the respondents according to openness to experience, conscientiousness, extraversion, agreeableness and neuroticism, frequency count was used. To determine the preferred conflict handling styles of the respondents, frequency count was used. To test the null hypotheses, Pearson r correlation was used. The formula is:

$$r = \frac{N \sum xy - \sum (x)(y)}{\sqrt{N \sum x^2 - \sum (x^2)][N \sum y^2 - \sum (y^2)]}}$$

where:
r = Pearson r correlation coefficient
N = number of value in each data set
∑xy = sum of the products of paired scores

∑x = sum of x scores
∑y = sum of y scores
∑x2= sum of squared x scores
∑y2= sum of squared y scores

To prove the significance of the correlation, the result was referred to the table of significance for the Pearson Moment of Correlation.

R value			Descriptive Meaning
0.00-0.20	-	-0.00- -0.20	negligible correlation
0.21-0.40	-	-0.21- -0.40	low or slight correlation
0.41- 0.70	-	-0.41- -0.70	moderate correlation
0.71-0.90	-	-0.71- -0.90	high relationship
0.91-0.99	-	-0.91- -0.99	very high relationship
1.0	-	-1.0	perfect relationship

Results and Discussion

This study sought to determine the dominant personality types categorized as: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism as well as the preferred conflict management styles categorized as: competing,

collaborating, compromising, accommodating, and avoiding of the 158 secondary school administrators of the Division of Bohol. Furthermore, it sought to test the null hypothesis which states that there is no significant relationship between the personality types and the conflict management styles of the respondents. Furthermore, it sought to test another null hypothesis that each of the personality types and conflict management styles are insignificantly correlated. The findings of the study would help create a program that would enhance the personality traits and conflict management styles of the respondents.

Findings
The following are the highlights of the findings:
1. Profile of the respondents in terms of:
      1.1   Sex
      Out of the 158 respondents, there were 66 males and 92 females and that most respondents of both genders scored high in conscientiousness for the personality types and avoiding for the conflict management style with frequency counts of 67 and 55 respectively.
      1.2   Age
Profiling shows that majority of the respondents' age is clustered around 47-54 with a frequency count of 41. Furthermore, it revealed that these people scored high in conscientiousness and avoiding for personality types and conflict management style respectively.
      1.3. Civil Status
  Based on the profile, majority of the respondents are married with a number of 123 out of the total of 158. Most of these respondents scored highest in conscientiousness and avoiding style as well with frequency counts of 57 out 123 and 43 out of 123 respectively.
      1.4 Educational Qualifications
  In terms of educational qualifications, it was found out that majority of the respondents have pursued higher studies and specifically, most of them have passed already the Comprehensive Examination for Master's degree. Furthermore, from the 46 respondents within this group, most of them scored highest in openness to experience and collaborating style of managing conflict.
      1.5 Years of Experience as Administrator
  In terms of the years of experience as administrator, it was found out that the most number of respondents are considered novice to the position; however, still many of the respondents have long been in the service as administrator. Furthermore, most of these respondent's manifest conscientiousness as the dominant personality type and prefer avoiding in managing conflict.

2. Respondents' Dominant Personality Factors
It was found out that among the five personality types namely openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, most of the respondents scored highest in conscientiousness (67), followed by openness to experience (62), and agreeableness (29). This means that most of the administrators exhibit characteristics of self-efficacy, orderliness, dutifulness, achievement -striving, self-discipline and cautiousness. A high score of conscientiousness is an important indicator of success. One reason is that this domain includes the trait known as need for achievement. These individuals are dependable, organized, and persevere, which means they will accomplish their professional goals. This finding agrees with the result of the study of Adeniyi (2014) on "Personality Traits and Administrative Effectiveness of Secondary School Principals of Nigeria" which indicates that conscientiousness was the most prevailing personality traits among the secondary school principals and that leaders who are conscientious are usually effective in their   duties. It adds as well that conscientious people are more likely to emerge as leaders and be effective as leaders. None of the 158 respondents have the extraversion and neuroticism as dominant personality types.

3. Respondents' Preferred Conflict Management Styles
Out of the five conflict management styles namely competing, collaborating, compromising, accommodating and avoiding, it was found out that the most preferred conflict management style of most of the respondents is the avoiding style (55). It is followed by collaborating style (49), compromising style (27) and accommodating style (18). Competing style has the fewest number of respondents (9) who exercise it the most.

With avoiding as the highest, this means that most of the respondents prefer to delay the conflict situation. This finding concurs with the study of Kasan (2012) on "Faculty Conflict Management Styles and Their Impact on Professional Relationships" of the Lyceum Philippines, Laguna which indicates that the respondents prefer avoiding style.

According to Ehud (2009) Filipinos downplay the possibility of crisis; avoid taking actions, and delay decisions. Filipinos do not like to argue a lot. Furthermore, the result agrees with the study of Sandig (2012) on "Conflict Management Style Awareness in Swedish Multinational Companies in the Philippine) indicates that the conflict style the Filipino worker most often used is avoiding since they belong to a hierarchical society and since they are collectivists. It further states that Filipinos are especially sensitive to the feelings of others and in order to ensure smooth interpersonal relationships, became wise in ways of conflict avoiding. Under the rule of Spaniards, who ruled with overwhelming power and resources, Filipinos learned to be subservient and self-sacrificing, becoming wise in the ways of conflict-avoidance

4. Openness to experience is significantly related to collaborating and avoiding styles. Conscientiousness has significant relationship with competing, collaborating, and avoiding styles. Extraversion is significantly correlated with competing, collaborating, and avoiding styles. Agreeableness has significant relationship with competing, collaborating and avoiding styles. Neuroticism is significantly correlated with avoiding style only. Furthermore, all of the personality types have significant correlation with the avoiding style of managing conflict.

Conclusion

The study concluded that the most exhibited personality traits of most of the administrators is conscientiousness meaning these individuals are dependable, organized, and persevering, which means they will accomplish their professional goals. In terms of the conflict management style, the study concluded that the respondents prefer the avoiding style in managing conflict. Moreover, the study concluded that there is no significant relationship between the personality types and conflict management styles of the respondents. Personality traits then are not determinants of what conflict management style an administrator would use. However, even though that personality types and conflict management styles are insignificantly correlated generally, results showed that each personality variable has significant relationship with at least one type of managing conflict as indicated in the findings of the study with the avoiding style as the consistent conflict management style which has significant relationship to all of the personality types.

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