

Local Management Conflict Resolution Among Elementary Schools Principals In Maguindanao

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Abstract. The basic function of school principal is to resolve conflicts and this needs skillful principals to handle those problems, to come up with peaceful solutions and outcomes. The main focus of the study was to determine the Local Management Conflict Resolution among Elementary Schools Principals in Maguindanao. The descriptive correlation method of research was used in this study. It was conducted at 20 Central Elementary Schools in Maguindanao -1 Division with a total of 150 teachers participated in the study. The data gathered were analyzed using SPSS. The statistical tools used were weighted average mean and regression analysis. The Level of Conflict Resolution Skills of Elementary Schools Principals in Maguindanao were rated negotiated that described their skills in conflict resolution in terms of negotiation with a grand mean of 3.42, Mediation were rated highly mediated with a grand mean of 3.57. The Extent of conflict management of the Elementary Schools Principals in the Province of Maguindanao to manage conflict of teachers vs teachers were rated satisfactory with a grand mean of 3.31, teachers vs pupils 3.35. Moreover, the conflict resolution skills of elementary schools principals in Maguindanao were manifested and conflicts were managed most of the time by the principals. The influence between the levels of conflict resolution skills of elementary schools principals in Maguindanao to principals' management was Significant. It is recommended that conflict resolution skills of elementary schools principals in Maguindanao need to improve and strengthen it for self-development to manage all the time the conflicts very well.

Keywords: Conflict Resolution Skills, Local Management, Negotiation and Mediation

1 Introduction

Conflict Resolution in Schools and any school community there is the potential for conflict. Students may misunderstand each other. Teachers may disagree on resource allocation. Parents may diverge on how the school should be. Emotions can run high on a variety of issues. The potential for conflict exists because people have different needs, views, interests and values.

Likewise, conflict is a stressful condition that occurs when a person must choose between incompatible or contradictory alternations. It is a negative emotional state caused by an inability to choose between two of more goals or impulse [1]. Wherein, the school as zone of peace (DepEd Order No. 44, s. 2005), provides the special environment for the formal, physical, mental, emotional and moral growth of the young. It aims to develop moral character, personal discipline, civic conscience, vocational efficiency and to teach the duties of citizenship.

Moreover, conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes including effectiveness or performance in organizational setting [2]. Therefore, it is important to emphasize that dealing with conflict early is usually easier because positions are not so entrenched, others are less likely to have started to take sides, and the negative emotions are not so extreme. In other words, the challenge for schools, as for the wider community, is to find ways of managing conflict constructively so that those involved can learn and grow from the experience. The purpose of this is to encourage and help schools to achieve cooperative and supportive working relationships between principals, teachers, students and parents.

According to Van Slyck & Stern [3] students need to know how to manage and resolve conflicts if they are to become responsible members of schools and of society. Generally, this study aims to determine Local Management Conflict Resolution among Principals of Elementary Schools in Maguindanao. Specifically, the level of conflict resolution skills of elementary schools principals in Maguindanao in terms of negotiation and mediation; the extent of the elementary schools principals in the Province of Maguindanao managed conflicts among Teachers vs Teachers and Teachers vs Pupils; the significant influence between the levels of conflict resolution skills of elementary schools principals in Maguindanao in terms of negotiation, mediation and the extent of principals to manage conflicts of Teachers vs Teachers and Teachers vs Pupils.

2 Theoretical Framework of the Study

The study is anchored on conflict resolution theory of Kurt Lewin's influence on modern conflict resolution follows his influence in the development of social psychology in the United States. Kurt Lewin's contribution to conflict resolution and psychology was his emphasis on the role of social context in an individual's development of perception, values and beliefs. This was in contrast to the normative theory of psychology prior to the 1930s which still heavily favoured biological determinism. Lewin saw conflict as a situation of "tension" which was caused by a number of factors including the degree to which the needs of a person were in a "state of hunger or satisfaction". Examples of those basic needs he identifies included "sex and security".

Morton Deutsch [4], following in Lewin's footsteps in ideas and teaching institutions (they both taught at Massachusetts Institute of Technology) continued research on cooperation-competition systems. Deutsch's contribution was highlighting the role of perception and the existence of conflict.

Further, Burton, synthesized the main theoretical assumptions of conflict resolution which are known as 'human needs theory'. This theory operates on the premise that a pre-condition for the resolution of conflict is that fundamental human needs be met. Burton adopted eight fundamental needs from the basis of the work by the American sociologist Paul Sites and introduced one further need of his own. Those adopted needs included control, security, justice, stimulation, response, meaning, rationality and esteem/recognition. Burton's additional need was 'role-defense,' the need to defend one's role. Burton called these "ontological needs" as he regarded them as a consequence of human nature which were universal and would be pursued regardless of the consequence.

Burton [5], distinguished ontological needs from values and interests. He defines ontological needs as non-negotiable; values as offering some limited opportunities for negotiation; and interests as negotiable issues. Burton distinguished conflict from the related term of 'dispute'. He defined 'conflict' as an action over these non-negotiable human needs, whereas a 'dispute' was over

negotiable values. Burton distinguishes conflict resolution, from the related terms of conflict management and conflict settlement. To Burton conflict resolution solved deep seemingly intractable issues, whereas settlement only addressed the superficial factors of conflict.

Furthermore, according to Rahim [2], conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting. In relation to this, conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them. The disagreement may be personal, financial, political, or emotion.

3 Conceptual Framework of the Study

The study is based on the concept that school principals' ability to resolve Conflict among teachers, and pupils is influenced by their conflict resolution skills in terms of Negotiation and Mediation.

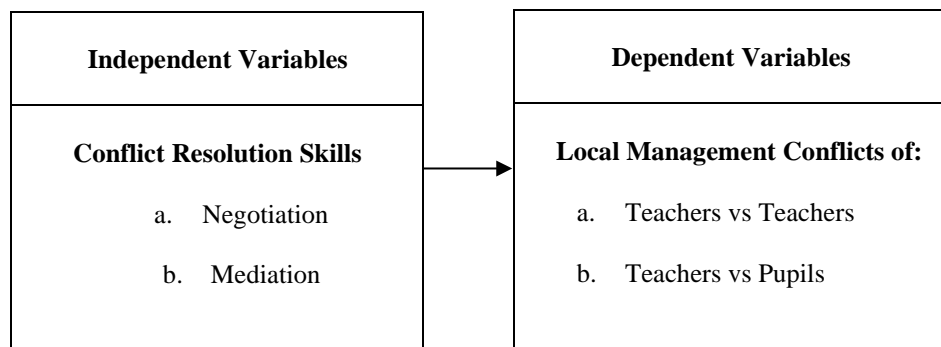


Figure 1. Schematic Diagram Showing the Relationship Between Independent and Dependent Variables

4 Method

The study utilized the descriptive correlation methods of research and it is appropriate in this study because this determined the level of resolution skills of elementary schools principals in Maguindanao in terms of negotiation and mediation that influence the extent of principals to manage conflict of Teachers vs Teachers, Teachers vs Pupils. The study was conducted at Maguindanao I Division. Specifically, the 20 central elementary schools of the said Division. The researcher chosen this due to accessibility; it is easier for her to go there because she was familiar to the area as well as the stakeholders.

The respondents of the study were 150 teachers from 20 Central Elementary schools in Maguindanao I Division. In addition, the respondents of every school were randomly selected from kindergarten to grade 6 teachers. The respondents in Central Elementary schools in

Maguindanao 1 Division were determined using Slovin formula with margin of error of 5%. Moreover, they were chosen through stratified random sampling by proportionate allocation.

The researcher used survey questionnaires in data gathering. This instrument was formulated by the researcher with the assistance of the adviser. The questionnaires elicited questions or information needed. The questionnaire has two parts; the first part gave the data on the different resolution skills of the principals while the second part was the conflicts to be managed by the principals among Teachers vs Teachers, Teachers vs Pupils. The data were analyzed using SPSS and descriptive statistics such as weighted average mean was used. Further, regression analysis was used to describe data with inferential problem.

5 Results and Discussion

Table 1 showed that the respondents rated their principals negotiated on the statement that briefly described their skills in conflict resolution in terms of negotiation with a grand mean of 3.29. Based on the result it was proven that the principals in the province of Maguindanao managed conflicts. Specifically, they rated them negotiated on the statements like “Prepares in any kind of conflicts to be processed”, “Negotiates towards win-win solution”, “Establishes clear agreements to both sides” and “Monitors and follow up the outcomes of the agreement ” with an average means of 3.11, 3.02, 3.34 and 3.42, respectively.

Moreover, they rated them highly negotiated on the statement such as “Clarifies goals before the negotiation” with an average means of 3.54 respectively. The results indicated that the principals always explained the purpose of negotiation. The result lend support to the idea of George Kohlrieser [6], At all times it’s important to keep the conversation relevant, stay focused on a positive outcome and remain aware of the common goal.

Table 1. The Level of Conflict Resolution Skills of Elementary Schools Principals in Maguindanao in Terms of Negotiation

| Negotiation | Mean | Description |
|---|-------------------|---|
| 1. Prepares in any kind of conflicts to be processed | 3.11 | Negotiated |
| 2. Clarifies goals before the negotiation | 3.54 | Highly Negotiated |
| 3. Negotiates towards win-win solution | 3.02 | Negotiated |
| 4. Establishes clear agreements to both sides | 3.34 | Negotiated |
| 5. Monitors and follow up the outcomes of the agreement | 3.42 | Negotiated |
| Grand Mean | 3.29 | Negotiated |
| Range Means | | |
| 1.0 – 1.49 | Poor Negotiated | (The skill never manifested) |
| 1.50 – 2.49 | Rarely Negotiated | (The skill sometimes manifested) |
| 2.50 – 3.49 | Negotiated | (The skill most of the time manifested) |
| 3.50 – 4.00 | Highly Negotiated | (The skill fully or always manifested) |

Table 2 showed that the respondents rated their principals highly mediated on the statement that described their skills in conflict resolution in terms of mediation with a grand mean of 3.57. This means that the principals were fully manifested the said skills to manage conflicts. The finding implied that the principals were highly mediated the conflicts of teachers on their respective schools in the province of Maguindanao. Specifically, they rated them mediated on the statement like “Reconstructs and understanding conflicts”, with an average mean of 3.13 respectively.

Further, they rated them highly mediated on the statements “Preparation of any ground rules”, “Defines points of agreement and Dispute”, “Creates options for agreement”, “Develops agreement” with an average means of 3.51, 3.63, 3.76 and 3.81 respectively. The results indicated that principals were always prepared what to do and come up with an agreement to solve conflicts during mediation. McMahan, C. [7], Mediation is a positive problem-solving process that can prevent conflicts and misunderstandings from becoming protracted and destructive disputes.

Table 2. The Level of Conflict Resolution Skills of Elementary Schools Principals in Maguindanao in Terms of Mediation

| Mediation | Mean | Description |
|--|-----------------|---|
| 1. Preparation of any ground rules | 3.51 | Highly Mediated |
| 2. Reconstructs and understanding Conflict | 3.13 | Mediated |
| 3. Defines points of agreement and Dispute | 3.63 | Highly Mediated |
| 4. Creates options for agreement | 3.76 | Highly Mediated |
| 5. Develops Agreement | 3.81 | Highly Mediated |
| GRAND MEAN | | 3.57 |
| GRAND MEAN | | Highly Mediated |
| Range Means | | |
| 1.0 – 1.49 | Poor Mediated | (The skill never manifested) |
| 1.50 – 2.49 | Rarely Mediated | (The skill sometimes manifested) |
| 2.50 – 3.49 | Mediated | (The skill most of the time manifested) |
| 3.50 – 4.00 | Highly Mediated | (The skill fully or always manifested) |

On the other hand Johnson, D.W. & Johnson, R.T. [8], Mediation should be part of a whole school approach to the management of conflict. When energies are not wasted in unproductive conflict, better teaching and learning could take place. The aim would be to create a whole school community that manages the conflicts with skill and insight, constructively rather than destructively.

Finally, mediators used various techniques to open, or improve, dialogue and empathy between disputants, aiming to help the parties reach an agreement. Much depends on the mediator's skill and training. As the practice gained popularity, training programs, certifications and licensing followed, producing trained, professional mediators committed to the discipline Margaret et al [9].

Table 3 showed that the respondents rated principals satisfactory on the statement that described their ability to manage conflict of teachers vs teachers with a grand mean of 3.31. The results indicated that conflicts of teachers in the province of Maguindanao managed by the principals most of the time.

Specifically, they rated them satisfactory on the following statements like “Do preliminary planning, scheduling, and room setup ”Negotiates in good faith”, “Holds private meetings if necessary”, “Crafts agreements, with details ”, “Teachers trust”, “Analyzes the statements of both teachers ” and ”Monitors follow-through”, with an average means of 3.04, 3.29, 3.15, 3.29, 3.38, 3.16 and 3.02 respectively. Furthermore, the respondents rated them very satisfactory on the

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statements such as “Greet parties and discuss the process”, “Shares perspectives”, “Builds an agenda together”, with an average means of 3.51, 3.58 and 3.71 respectively.

On the other hand according to Rahim [2], any type of conflict typically relates to disagreements related work tasks, methodologies, and broader objectives. When employees are trained to manage substantive conflict, performance improves because it fosters discussion and debate. Ideas or action items are pressed and refined through healthy conflict and debate which is more likely to lead to decisions that have been evaluated thoroughly from many different viewpoint.

Table 3. The Extent do the Elementary Schools Principals in the Province of Maguindanao Manage Conflicts among Teachers vs Teachers

| Conflict Among Teachers Vs Teachers | Mean | Description |
|---|-------------------|---|
| 1. Do preliminary planning, scheduling, and room setup. | 3.04 | Satisfactory |
| 2. Greet parties and discuss the process. | 3.51 | Very Satisfactory |
| 3. Shares perspectives. | 3.58 | Very Satisfactory |
| 4. Builds an agenda together | 3.29 | Satisfactory |
| 5. Negotiates in good faith. | 3.15 | Satisfactory |
| 6. Holds private meetings if necessary. | 3.29 | Satisfactory |
| 7. Crafts agreements, with details | 3.71 | Very Satisfactory |
| 8. Teachers trust | 3.16 | Satisfactory |
| 9. Analyzes the statements of both teachers concerns | 3.38 | Satisfactory |
| 10. Monitors follow-through | 3.02 | Satisfactory |
| Grand Mean | 3.31 | Satisfactory |
| Range Means | | |
| 1.0– 1.49 | Poor | (1%-24 % of the condition is manifested) |
| 1.50 – 2.49 | Fair | (25%-49% of the condition is manifested) |
| 2.50 – 3.49 | Satisfactory | (50%-74% of the condition is manifested) |
| 3.50 – 4.00 | Very Satisfactory | (75%-100% of the condition is manifested) |

Table 4 showed that the respondents rated their principals satisfactory on the statement that briefly described their ability in managing conflict among teachers vs pupils with a grand mean of 3.35. The results implied that principals in the different schools in maguindanao managed conflicts of teachers and pupils most of the time.

Table 4 The Extent do the Elementary Schools Principals in the Province of Maguindanao Manage Conflicts Among Teachers vs Pupils

| Conflicts Among Teachers vs Pupils | Mean | Description |
|---|------|-------------------|
| 1. Strengthens relationships and builds teamwork. | 3.14 | Satisfactory |
| 2. Encourages open communication and cooperative Problem-solving. | 3.23 | Satisfactory |
| 3. Resolves disagreements quickly and increases Productivity. | 3.59 | Very Satisfactory |
| 4. Deals with real issues and concentrates on win-win resolution | 3.54 | Very Satisfactory |
| 5. Makes allies and diffuses anger | 3.07 | Satisfactory |
| 6. Airs all sides of an issue in a positive, supportive Environment | 3.28 | Satisfactory |

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|--|-------------------|---|---------------------|
| 7. Calms and focuses toward results | | 3.82 | Very Satisfactory |
| 8. Maintains cooperation | | 3.21 | Satisfactory |
| 9. Ensures fair treatment | | 3.27 | Satisfactory |
| 10. Designs school activities and assignments to promote unity | | 3.64 | Very Satisfactory |
| Grand Mean | | 3.35 | Satisfactory |
| Range Means | | | |
| 1.0– 1.49 | Poor | (1%-24 % of the condition is manifested) | |
| 1.50 – 2.49 | Fair | (25%-49% of the condition is manifested) | |
| 2.50 – 3.49 | Satisfactory | (50%-74% of the condition is manifested) | |
| 3.50 – 4.00 | Very Satisfactory | (75%-100% of the condition is manifested) | |

Specifically, the respondents rated the said principals satisfactory on the following statements like “Strengthens relationships and builds teamwork”, “Encourages open communication and cooperative problem solving”, “Makes allies and diffuses anger”, “Airs all sides of an issue in a positive, supportive environment”, “Maintains cooperation”, “Ensures fair treatment with an average means of 3.14, 3.23, 3.07, 3.21, 3.27 and 3.28 respectively.

Moreover, they rated principals very satisfactory on the statements like “Resolves disagreements quickly and increases productivity”, “Deals with real issues and concentrates on win-win resolution” and “calms and focuses toward results”, “Design school activities and assignments to promote unity ” with an average means of 3.59, 3.54, 3.82 and 3.64 respectively.

Cothran and Ennis [10], the defects of a teacher-student relationship and a failure to cooperate may cause teacher student conflicts. The important thing is for teachers to solve these matters correctly and effectively without damaging the relationship, losing the cooperation with students or disrupting educational process.

The Negotiation and Mediation were considered as principal conflict resolution skills. The two (2) variables were entered into full regression and analysis model. The result of the regression revealed Negotiation and Mediation were considered as principal conflict resolution skills contribute significantly to the principal conflict management in terms of Teachers vs Teachers, Teachers vs Pupils as shown in table 5, the F values 6.785 and the probability value is .000. This implied that principal conflict resolution skills had contributed much to the principals' conflict management

Table 5. The Influence Conflict Resolution Skills of Elementary Schools Principals and Principals to Management Conflicts

| N=150 | | | | | |
|------------|-----|----------------|-------|-------|----------------------|
| | Df | Sum of Squares | Mean | F | Sig. |
| Regression | 2 | 3.367 | 1.648 | 6.785 | .000 ^{sig.} |
| .Residual | 144 | 4.761 | 3.534 | | |
| Total | 149 | 8.128 | | | |

R = .0783

According to Bryk and Schneider [11], “trust within a faculty is grounded in common understandings about what students should learn, how instruction should be conducted, and how teachers and students should behave with one another. For teachers to sense integrity among colleagues, a faculty must not only share these views but also perceive that the actions taken by other teachers are consistent with them.

In this regard, Robins and De Cenzo [12] believed that school administration and supervisors must be prepared all the time for changing events that may have significant effects on their lives. Some of these recent changes include global market competitiveness, technology enhancements, work force diversity, total quality management, and the issue of ethics. The Negotiation and Mediation were considered as principal conflict resolution skills. The two (2) variables were entered into full regression and analysis model.

Result of the regression revealed Negotiation and Mediation were considered as principal conflict resolution skills contribute significantly to the principal conflict management in terms of Teachers vs Teachers. As shown in table 6, the F value is 7.461 and the probability is .000. This implied that principal have contributed much to the betterment of teachers commitment.

Table 6. Regression Analysis between Negotiation, Mediation and Conflict Management in terms of Teachers vs Teachers

| | Df | Sum of Squares | Mean | F | Sig. |
|------------|-----|----------------|-------|-------|---------------------|
| Regression | 5 | 2.375 | 2.434 | 7.461 | .000 ^{sig} |
| Residual | 154 | 3.354 | 3.126 | | |
| Total | 159 | 5.715 | | | |

R= .0571

Bandura [13], the individual is a thinking person who can impose some direction on the forces from within and the pressures from the external environment. Bandura asserted that behavior is a function of a person in her environment; cognition, other personal traits, and the environment mutually influence one another.

The Negotiation and Mediation were considered as principal conflict resolution skills. The two (2) variables were entered into full regression and analysis model. Result of the regression revealed Negotiation and Mediation were considered as principal conflict resolution skills contribute significantly to the principal conflict management in terms of Teachers. vs Pupils. As shown in table 13, the F value is 6.564 and the probability is .000. This implied that principals have contributed much to the betterment of conflict management.

Table 7. Regression Analysis between Negotiation, Mediation and Conflict Management in terms of Teachers vs Pupils

| | Df | Sum of Squares | Mean | F | Sig. |
|------------|-----|----------------|-------|-------|---------------------|
| Regression | 5 | 1.397 | 1.451 | 6.564 | .000 ^{sig} |
| Residual | 154 | 2.769 | 1.514 | | |
| Total | 149 | 4.166 | | | |

R = .0676

According to Murray and Murray [14], there are likely to be many factors that can potentially affect the quality of teacher–student relationships. Some of these factors may include individual student characteristics and behaviors, teacher characteristics and behaviors, prior relationship experiences, and broader social and contextual influences.

Finally, according to Grey [15], in her popular articles the important steps on how to manage conflict through communication. In such a way that, communication is one of the best tools in managing conflict, but this must do it the right way. This can use many positive tactics to help

manage conflict.

6 Conclusion of the Study

In the light of the findings of the study the following conclusions were derived:

The level of conflict resolution skills of elementary schools principals in Maguindanao in terms of Negotiation were negotiated, in terms of Mediation were Highly Mediated. Further, the elementary schools principals in the Province of Maguindanao satisfactory managed conflicts of Teachers vs Teachers and Teachers vs Pupils.

Furthermore, the influence between the level of conflict resolution skills of elementary schools principals in Maguindanao in terms of Negotiation, Mediation and the extent of principals to manage conflict of Teachers vs Teachers and Teachers vs Pupils were Significant.

The null hypothesis that there is no significant influence between the level of conflict resolution skills of elementary schools principals in Maguindanao in terms of Negotiation, Mediation and the extent of principals to manage conflicts of Teachers vs. Teachers and Teachers vs. Pupils was rejected.

It is suggested that elementary schools principals in the Province of Maguindanao in terms of Negotiation and Mediation, need to improve and strengthen their capability for self - development in order to manage conflicts of Teachers vs. Teachers, Teachers vs. Pupils, respectively. Further, the study that would include other variable not included in the study is strongly recommended.

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