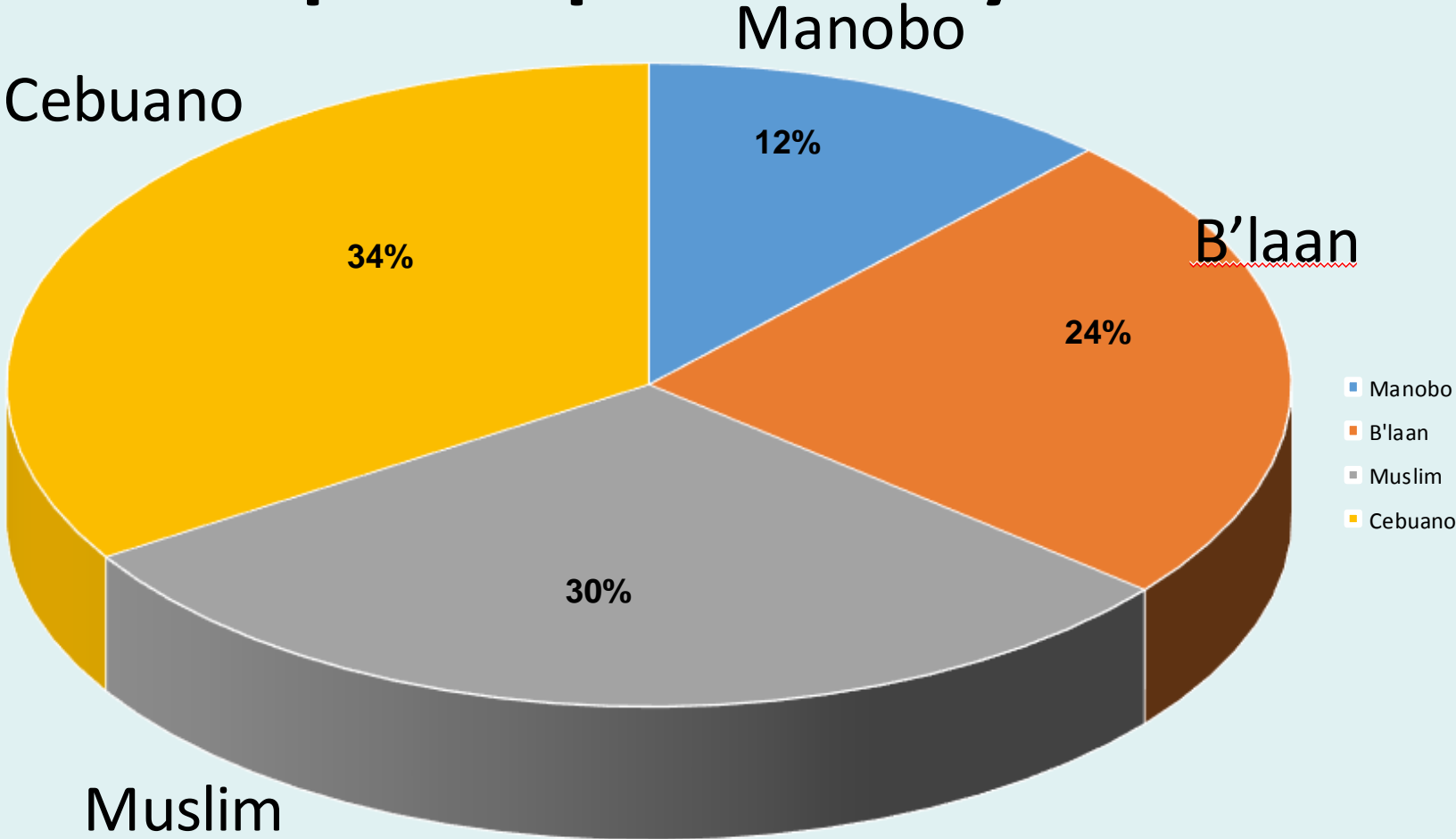


CULTURAL INTELLIGENCE AND CONFLICT MANAGEMENT STRATEGIES OF THE INTEGRATED SCHOOL TEACHERS IN NORTH GLAN DISTRICT IN THE DIVISION OF SARANGANI

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HADJI MUSA INTEGRATED SCHOOL, PHILIPPINES

Pupils Population by Tribe



1



2



Statement of the Problem

1. Cultural Intelligence

1.1 Interaction Enjoyment

1.2 Respect for Cultural Differences

1.3 Interaction Engagement

1.4 Interaction Attentiveness

1.5 Interaction Confidences

2. Level of Cultural Intelligence

2.1 Gender

2.2 Age

2.3 Years in Teaching



Statement of the Problem

3. Conflict Management Strategies

3.1 Collaborating

3.2 Competing

3.3 Accommodating

3.4 Avoiding

3.5 Compromising

4. Difference of Conflict Management Strategies

4.1 Gender

4.2 Age

4.3 Years in Teaching



Statement of the Problem

5. Is there a significant relationship between the extent of cultural intelligence and the extent of utilizing conflict management strategies by the integrated school teachers?



Methodology

This study utilized survey questionnaires on cultural intelligence and conflict management strategies.



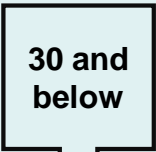
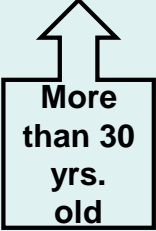


Respondents were the integrated schools teachers in North Glan District.

Integrated school is a government educational institution that caters kindergarten to grade 12 curriculum.

Results

Cultural Intelligence Among Integrated School Teachers



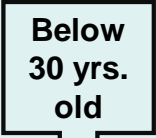
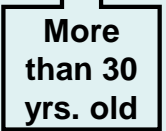


Cultural Intelligence	Mean	Description
1.1 Interaction Enjoyment	3.84	Often
1.2 Respect for Cultural Differences	4.16	Often
1.3 Interaction Engagement	3.88	Often
1.4 Interaction Attentiveness	3.95	Often
1.5 Interaction Confidence	3.65	Often

	Mean	T-value	P-value	Remarks
A.				
	4.21	4.168	.000	with significant difference
	3.75			
B.				
	3.93	.489	.627	no significant value
	3.87			
C.				
	3.88	0.084	.933	no significant difference
	3.87			

Results

Conflict Management Strategies of Integrated School Teachers

Conflict Management Strategies	Mean	Description
Collaborating	3.78	Often
Competing	3.15	Sometimes
Accommodating	3.62	Often
Avoiding	3.54	Often
Compromising	3.65	Often

	Mean	T-value	P-value	Remarks
A.				
	3.65	1.182	.242	no significant difference
	3.50			
B.				
	3.70	.354	.726	no significant difference
	3.63			
C.				
	3.49	1.40	.168	no significant difference
	3.66			

Results

Relationship Between Cultural Intelligence and Conflict Management of Teachers

Variables	Conflict Management Strategies		
	Correlation Coefficient (r)	P-value	Remarks
Cultural Intelligence of Integrated School Teachers	0.528	.000	With Significant Relationship

Conclusions

1. Integrated school teachers **often** manifest cultural intelligence in terms of respect for cultural differences and interaction enjoyment, engagement, attentiveness, and confidence.
2. Teachers differ on their cultural intelligence when grouped according to gender, but not when grouped according to age and years in teaching.
3. Teachers **often** use conflict management strategies such as collaborating, accommodating, avoiding and compromising but sometimes use competing strategies.

Conclusions

4. Teachers do not differ significantly on their conflict management strategies when grouped according to gender, age and years in teaching.
5. Teachers tend to adapt more conflict management strategies such as collaborating, accommodating, avoiding, competing and compromising when their cultural intelligence is high.

Recommendations

1. Teachers should always take into great consideration the cultural background of the pupils.
2. Teachers as facilitator in a class of culturally diverse students should maintain their cultural intelligence to deal the conflict that may arise.
3. Teachers should keep the lines of communication open during disagreements in order to gather as much information as needed.

Recommendations

4. Teachers must be open-minded and must accept the opinions of people from different culture.
5. Teachers should consider both sides of the issues before making decisions during conflict.

Thank You

