

TEACHERS' VIEWS ON DEALING DISAGREEMENT WITH SCHOOL STAKEHOLDERS: EXPLORATORY APPROACH

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ABSTRACT

This study determined the factor structure of teachers views Teachers' Views on Dealing Disagreement with School Stakeholders using Exploratory Sequential Design. The exploratory sequential mixed methods design was utilized that started with qualitative phase then followed by quantitative data collection and analysis. More specifically, it aimed to construct of teachers views on dealing disagreement with school stakeholders in a sample of teachers. In the qualitative phase, there were ten (10) teachers who participated in the in-depth interview and seven (7) teachers participated in the focus group discussion. Moreover, a total of 200 teachers have been selected as respondents in quantitative phase. Meanwhile, the data were analyzed using the thematic analysis and exploratory factor analysis (EFA). The results show that a total of nine themes have emerged in the qualitative findings that put emphasis on Proper Communication, Respect, Understanding, Complaints, Non-Compliance, Overlapping Activities, Transparency, Participation and Open for Suggestions. On the other hand, the EFA results showed three underlying dimensions of teachers in dealing disagreement such as Instigate Suggestions, Right Conversation, and Susceptible for Suggestions. Therefore, the study concludes that Teachers' thoughts on resolving stakeholder issues are still important today. Schools are often seen as centres of violence; they may also reflect larger social challenges. The word conflict is misunderstood because it lacks comprehension of the components that lead to conflict.

Keywords: *Stakeholders, Disagreement, Exploratory Sequential Design, Kidapawan City.*

INTRODUCTION

Teacher conflict and stakeholder issues have occurred often throughout the years, even though teachers and stakeholders are natural partners in teaching and supporting students' growth at school. When there are disputes and disagreements between teachers and stakeholders, the most often cited causes are control concerns, value disparities, and/or differing views. Despite the various benefits of collaboration between instructors and stakeholders, building these collaborative connections remains challenging. Study revealed that almost **92%** of teachers and stakeholder experienced disagreeing conflicts that have been identified as a factor that initiates and escalates conflict between stakeholders, as well as negatively impacts involvement in school programs (Lake & Billingsley, 2020).

Meanwhile, Curwin's, (2021), pointed out that both stakeholders and teachers want what is best for school, but their expectations and perceptions of each can differ. This leaves teachers and stakeholders are struggling to develop and foster family–school partnerships in a conflict-laden climate with limited knowledge about how best to handle these conflicts. Teachers want stakeholders to support their practices and instructional efforts, and stakeholders want teachers to be responsive to school needs, but far too often, neither stakeholders nor teachers collaborate to optimize children' educational experiences and skills in school.

Moreover, Aja (2022) defines conflict as "an opposition or rivalry between two or more forces emerging either from the pursuit of incompatible goals or a class of conflicting beliefs. They, for their part, define conflict as "a fight over values or claims to status, power, and scarce resources in which the contending parties' goals are not just to obtain the required values, but also to neutralize, damage, or exterminate the opponents.

Empirical studies have shown that stakeholder conflicts be solved through understanding and accepting different perceptions between teachers and stakeholders. However, considering teachers perspective had been received **little attention** in handling disagreements among stakeholders. Conflicts are unavoidable in teachers' dealings with organizations and stakeholders. Conflicts are unavoidable in schools, as they are in other organizations, due to the collecting of students. Teachers with a variety of personalities Conflict may be harmful if it results in inadequate communication, the disintegration of work relationships, tension, dispute, poor performance, and antagonism. This, in turn, has an impact on the smooth operation of the schools (Bano et al., 2018; Makaye & Ndofirepi, 2022).

Based on the cognizant issues mention in the study, the researcher aims to examine teachers' views on dealing disagreement with school stakeholders.

FRAMEWORK

This study is anchored on the Conflict theory, which was first proposed by **Karl Marx**, holds that society is perpetually at odds due to competition for limited resources. According to conflict theory, domination, and power, rather than consensus and conformity, maintain social order. According to conflict theory, those who have wealth and power try to keep it by any means possible, most notably by oppressing the poor and powerless. Individuals and groups within society will work to maximize their own wealth and power, according to a basic premise of conflict theory. Individuals in various social classes compete for social, material, and political resources such as food and housing, employment, education, and leisure time in society. Government, education, and religion are examples of social institutions that reflect this competition in their inherent inequalities and contribute to the maintenance of an unequal social structure. Some people and organizations are able to obtain and keep more resources than others, and these "winners" use their power and influence to keep social institutions going. Several theorists proposed variations on this central theme (Ludwig Gumplowicz 1838–1909).

Furthermore, **Arthur W. Chickering's** of Student Development Theories (1970). In general, these theories serve as the foundation for how student affairs professionals approach individual and group development, particularly in the first year. Some theories lend themselves particularly well to certain areas, such as residence life and behavior issues, but most student

affairs professionals. It Create their own approach based on a synthesis of developmental theories. This theory's basic premise is that for growth to occur, a person requires a balanced amount of challenge and support as appropriate for the task. Too much assistance, and the student will never truly learn what they require to grow and develop. If the student faces too many challenges, he or she will become frustrated interventions to examine the teachers' views in dealing disagreement with the stakeholders.

METHODS

Research Design

The exploratory mixed method research approach was used in this study. Both qualitative and quantitative data are collected concurrently in this method, and by combining the results, a more robust and full understanding is achievable than using each data source alone. This procedure is utilized to confirm, cross-validate, or corroborate results. As a result, it is frequently utilized to compensate for a weakness in one approach with the benefits of another (Creswell, 2013).

It typically entails the concurrent, but separate, collection and analysis of quantitative and qualitative data for the researcher to best understand the research problem. The researcher attempts to merge the two data sets, typically by bringing the separate results together in the interpretation or by transforming data to facilitate integrating the two data types during the analysis. The researcher gathers and analysis qualitative and quantitative data on the same phenomena independently in this study, and then the varied results are converged by comparing the different results during the interpretation (Creswell et al., 2013).

Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations.

Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques and focuses on gathering numerical data and generalizing it across groups of people to explain a particular phenomenon.

A sequential Exploratory Design Utilizing the convergent method approach strengthened the results and counteracted the weakness of single individual methods. It enabled a deeper and varied angle of viewing, listening and understanding the reality of the situation (Creswell & Clark, 2011).

Respondents

The study investigated the teachers' views on dealing disagreement with school stakeholders. The transcribed recorded discussions from the in-depth interview and focus group discussion with participants will serve as the project's research corpus. This IDI and FGD will be regarded the first step of data collecting in accordance with the qualitative research design. Ten (10) teachers will participate in the videotaped in-depth interview (IDI). It featured a fresh group of seven (7) teachers in a focus group discussion. Purposive sampling was used to choose

participants for the IDI and FGD. Purposive sampling is a kind of non-probability sampling in which the sample is chosen depending on the characteristics of the population and the study's purpose. Purposive sampling is often referred to as selective, judging, or subjectivity sampling (Crossman, 2018). The collected material will be transcribed and analyzed thematically.

The sample size in qualitative research is often minimal, because phenomena only need to emerge once to be included in the analytical map (Ritchie et al., 2013). It is customary to examine a few persons or a few instances (Creswell & Plano Clark, 2011). An in-depth interview is often referred to as a talk. Making it one of the most crucial methods of data collecting, no more than 10-15 individuals are interviewed individually in research employing the in-depth interview approach (Burgess, 1984; Lofland & Lofland, 1995). Conversely, a focus group (FGD) was an effective method of bringing together individuals with comparable histories or experiences to explore a certain issue. A focus group's optimal size was typically between five and eight individuals (Guest et al., 2017). While some qualitative research specialists avoid discussing how many interviews are sufficient, there is much variation in what is indicated as a minimum. Numerous articles, book chapters, and books advocate and advise counsel between 5 and 50 individuals is considered appropriate (Dworkin, 2012). Consequently, the researcher agreed to have ten (10) participants for the IDI and seven (7) for the FGD.

The quantitative strand used random sampling to choose a total of 200 respondents. Random sampling is a sampling approach that ensures that each sample has an equal chance of being picked. A random sample was intended to provide an impartial reflection of the whole population (Bennett, 2018). One Hundred (100) teachers were asked to complete a checklist for Exploratory Factor Analysis (EFA), another One Hundred (100) teachers were asked to complete a constructed researcher-made survey questionnaire for Confirmatory Factor Analysis (CFA), and there were also thirty (30) respondents to test the questionnaire's reliability prior to finalizing the measurement tool's development.

Instrument

Research instruments are tools developed by researchers to achieve their stated objectives when carrying out a research study (Edekin, 2018). In other words, research tools were created to facilitate the collecting of data for analytical purposes. To address the validity concerns associated with this design, especially the approach, I enlisted the assistance of specialists. Experts reviewed and confirmed my interview protocol question tool, checklist, and survey questions. The simple random sampling was employed to choose my participants was in conformity with the expert panels' recommendations. I supplied a copy of the transcriptions to the participants for the qualitative data to confirm that nothing had been changed to the transcription. The researcher sought assistance from an experienced statistician for the quantitative data, particularly the statistical element. To ensure the authenticity of this investigation, all expert advice were accepted with the adviser's permission.

The researcher utilized the Interview Guide Questions Tool with sub-questions for the qualitative strand. The tool was used as a guide when conducting an in-depth interview (IDI) with ten teachers for the focus group (FGD) discussion. This was done to address the research questions and to gather extra information that could be included into the study specification through my checklist and survey questionnaire. A checklist questionnaire was utilized to deliver the quantitative survey. The checklist includes items derived from the IDI, FGD, and instances from previous relevant research. The checklist will be completed by 200 teachers to analyzed

using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). Following that, the findings of the checklist were utilized to create a researcher-created survey questionnaire eliciting responses from Teachers' Views on Dealing Disagreement with School Stakeholders. It was established that the key themes identified in the IDI and FGD were accurate. The researcher developed a survey questionnaire to get information on Teachers' Views on Dealing Disagreements with School Stakeholders. The Interview Handbook Experts vetted the questions, checklist, and produced survey questionnaires. While the interview and measurement tools were developed to address the research objectives, their validity, credibility, and reliability were ensured and reinforced with the assistance of specialists who gave ideas for tool enhancements.

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Statistical Tools

Interview Guide Questions Tool with sub-questions were utilized for the qualitative strand. The tool was used as a guide when conducting an in-depth interview (**IDI**) with ten teachers for the focus group (**FGD**) discussion. This was done to address the research questions and to gather extra information that could be included into the study specification through my checklist and survey questionnaire.

Moreover, a checklist questionnaire was used to deliver the quantitative survey. The checklist includes items derived from the IDI, FGD, and instances from previous relevant research. The checklist will be completed by 200 teachers to analyzed using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). Following that, the findings of the checklist were utilized to create a researcher-created survey questionnaire eliciting responses from Teachers' Views on Dealing Disagreement with School Stakeholders. It was established that the key themes identified in the IDI and FGD were accurate. The researcher developed a survey questionnaire to get information on Teachers' Views on Dealing Disagreements with School Stakeholders. The Interview Handbook Experts vetted the questions, checklist, and produced survey questionnaires. While the interview and measurement tools were developed to address the research objectives, their validity, credibility, and reliability were ensured and reinforced with the assistance of specialists who gave ideas for tool enhancements.

RESULTS AND DISCUSSION

This chapter deals with presentation, analysis, and interpretation of data. It includes the emerging themes of teachers' views on dealing disagreement with school stakeholders.

Emerging Themes on Teachers' Views on Dealing Disagreement with School Stakeholders

In this section, transcribed questionnaires are used to gather the ideas of the participants. The researcher conducted in-depth interviews (IDI) and Focus Group Discussion (FGD) with each participant to glean insights about their experiences and perspectives on dealing disagreement with school stakeholders. As a result, there are nine (9) themes such as: Proper Communication, Respect, Understanding, Complaints. Non-Compliance, Overlapping Activities, Transparency, Participation and Open for Suggestions.

Proper Communication. The participants believed that the best ways in dealing disagreements with the stakeholders are good communication. They believed that when communication is efficient, it leaves all involved parties' content and feeling accomplished. By presenting communications precisely, there is no possibility for misinterpretation or change of messages, which lowers the chance for conflict. Thus, the remarks of the participants significantly revealed below:

My point of views in dealing disagreements with school Stakeholders was it needs proper conversation for Understanding (IDI_P1).

My point of view s on dealing disagreements with school Stakeholders are focus on the problem, not on the personalities, Keep conversations or decisions strictly confidential, Rather than impose a resolution, look to the participants To come up with one together (IDI_P2).

Disagreements is an ingredient in every conversation. It is to criticize or disagree to some points that are not acceptable by others. Our stakeholders has the right to disagree especially when the welfare of their learners are at stake (IDI_P8).

Formal and proper forum/conversation (FGD 6).

Our point of view's on dealing disagreements with Stakeholders is to meet them halfway and let them express their emotions and anger (FGD 7).

These ideas imply that good communication is the greatest strategy for resolving differences of opinion among stakeholders. Everyone engaged benefits and feels a sense of accomplishment when communication is smooth and effective. Conflict is less likely when information is presented accurately since there is less room for misunderstanding or misunderstanding.

The implication of the study is supported by Thomas (2020). The most effective method for reconciling divergent perspectives held by many stakeholders is clear and open communication. When communication is clear and efficient, all parties involved are able to profit from it and experience a feeling of success. When information is provided correctly, there is less possibility for misunderstanding or misinterpretation, which in turn decreases the likelihood of conflict occurring.

Respect. Most of the participants believed that respect plays a significant role in solving conflicts and disagreement among stakeholders. Participants believed that being appreciated and to show respect must be willing to accept someone for who and what they are, even if you don't disagree with them. To foster a sense of security, mutual respect is essential in all kinds of interactions. Thus, the statements of the participant indicated below:

My point of views was both sides must be able to express themselves on the certain disagreement and respectfully listen to each other (IDI_P6).

When disagreements happened to a certain situation, the school must keep professionalism to its stakeholders.

Respect their decisions but the school must try their very best to convince the stakeholders in every project or decision being made. There's no wrong in trying just to convince your stakeholders where it will be beneficial to all (IDI_P7).

The ideas of the participants imply that Respect from prominent people in our lives educates us to be respectful to others. Embracing somebody for who and what they are, irrespective of how they differ of you or how you disagree with them, is what respect includes. Esteem for one another develops feelings of trust, and security nurtures creativity.

The thoughts of the participants are supported by Johnson et al., (2020) respect from important persons in our life taught us how to be courteous to others. Respect entails appreciating anyone for who really are, regardless as to how they vary from you or whether you dispute with them. Esteem for one another fosters sentiments of trust, and safety fosters creativity.

Understanding. Most of the participants believed that understanding among individuals and stakeholders are essentials to achieved goals in every Schools. If something is truly comprehended, it is held for a much longer period of time, can be expanded upon to gain further knowledge, is typically very adaptable in terms of situations and applications, and promotes creativity. Hence, the participants' ideas decoded below:

My point of views in dealing disagreements with school Stakeholders was it needs proper conversation for understanding (IDI_P1).

My point of views on dealing disagreement with stakeholders is understanding to both sides and compromise (IDI_P4).

The ideas of the participants imply that every school's success depends on building trust among its students, faculty, and administration. To properly grasp anything, it is kept for a

longer amount of time, can be built upon to obtain new information, is often extremely flexible in terms of contexts and applications, and encourages creativity.

Thus, the ideas of the participants are supported by Thomas (2020). a person who is sensitive to the feelings of others and who can forgive them when they make mistakes: The way she reacted surprised him, as he had anticipated. Several more. She's empathetic, and as a result, you feel comfortable sharing your deepest feelings with her.

Complaints. One of the challenges experiences by the participants in dealing disagreements with the stakeholders are complaints. These complaints make teachers and stakeholders' conflicts each other. Thus, the significant remarks of the participants are decoded below.

Every so often, teachers hear complaints from parents, that homework or assignment was just busy work. You raised voice with my child (IDI_P3).

Let them express their complaints (IDI_P5)

The ideas of the participants believed that disputes with stakeholders are considered complaints. Teachers and stakeholders get embroiled in conflict because of these allegations. Disputes with stakeholders are considered complaints. Teachers and stakeholders get embroiled in conflict because of these allegations. Attitudes toward benefiting from complaints remained unexpectedly favorable, even in cases when individuals had unpleasant experiences.

The ideas of the participants are supported by Curwins (2021). As a direct result of these charges, conflicts between educators and other stakeholders have arisen. Complaints are regarded to be disputes with several parties. As a direct result of these charges, conflicts between educators and other stakeholders have arisen. Even when people had negative experiences, their attitudes regarding profiting from complaints remained surprisingly positive. This finding was somewhat surprising.

Non-Compliance. Most of the participants believed that non-compliance among stakeholders in schools are one of the causes of disagreements. Thus, the statements of the participants revealed that:

Non-compliance to the policies set by the school (IDI_P3).

The common disagreements in school stakeholders. I encountered is that being non-compliance with school policies (IDI_P4).

Non-Compliance to the scheduled and agreed activities that needs their participation (IDI_P10).

The common disagreements I encountered is that being non – compliance of them with school policies (FGD 7).

The statements of the participants imply that not following rules is one reason for disagreements between stakeholders and teachers at the school. So, both sides should be involved in the process in a healthy way.

The thoughts of the participant is supported by Lake & Billingsley (2020), one of the reasons for problems between stakeholders and instructors at the school is the students' and staff's failure to obey the regulations. Therefore, there should be a balanced participation from both parties in the process.

Overlapping Activities. Most of the participants believed that overlapping activities cause disagreements between teachers and stakeholders. Hence, it can be possible that teachers and stakeholders' well-being will be negatively affected by overlapping activities due to increased stress or a decrease in the quality of their product or experience. Hence, the statements of the participants are decoded below.

The common disagreements with stakeholders that I encountered are difference in perceptions, limited resources and overlapping activities (IDI_P2).

I encountered disagreements with stakeholders by setting the schedule for school activities involving stakeholders like PINTAKAS (IDI_P5).

The common disagreements I encountered was about overlapping activities schedules and school policies (IDI_P6).

The remarks of the participants significantly imply that Teachers and other stakeholders are at odds because of the conflicting demands placed on their time. Due to the possibility of increased stress or decreased quality of products or experience, teachers and stakeholders' well-being may be negatively affected besides overlapping activities.

These ideas are supported by Makaye & Ndofirepi (2022). Because of the competing demands put on their time, educators and other organizations are now at odds with one another. The well-being of instructors and stakeholders may be adversely impacted, in addition to being negatively affected by overlapping activities, due to the risk of excessive stress or a decline in the quality of goods or experiences.

Transparency. The participants revealed their ideas that transparency plays a significant role in preventing disagreement among teachers and stakeholders. Participants believed that establishes transparency between managers and employers." Focusing on transparency may be the difference between such a disengaged staff and an engaged, inventive team for organizations.

I suggest being clear in everything and be open minded to avoid conflict (IDI_P3).

We be transparent to the stakeholders about managing funds and the rules that is being implemented in the school (FGD 1).

The ideas of the participants imply that Increased transparency, when implemented appropriately, fosters confidence between employers and workers, helps enhance morale, reduces work stress (which is particularly critical during the Covid-19 epidemic), and increases employee satisfaction and performance.

The idea of the participant is supported by Watson (2020). Increased openness, when applied in a right manner, creates trust between employers and employees, helps raise morale, decreases work stress (which is especially important during the Covid-19 pandemic), and enhances employee satisfaction and performance levels.

Participation. The majority of the participants believed that participation provides teachers and stakeholders new skills and aids in the development and identification of leaders. Participation increases people's feeling of authority and dignity, lessening the need to demonstrate power via confrontation with management and production restrictions. Moreover, the statements of the participants revealed below:

I suggest encouraging them to always attend meetings and other activities to the school to know more about the rules and programs (IDI_P1).

I get involve the stakeholders more in school (IDI_P3).

I encourage attendance in meetings where all updates and decisions making takes place (IDI_P4).

The participant's ideas imply that increased participation is critical to increasing program efficiency and effectiveness, encouraging participant self-reliance, and increasing the number of individuals who may benefit from development.

The implication of the study is supported by Sue (2019). Growing the number of people who take part in a program is essential to boosting its efficiency and effectiveness, fostering participant autonomy, and expanding the pool of people who stand to gain from its growth.

Open for Suggestions. Most of the participants believed that accepting suggestions are equips teachers and stakeholders with the ability to think critically and logically. It is critical to be able to venture beyond of one's comfort zone and examine other viewpoints and ideas. The remarks of the participants signify that:

We need to get opinions from both sides in order us to way the situation and come up the proper solution (IDI_P5).

Have an open ear and heart during meetings and to the concerns of the stakeholders (IDI_P6).

To prevent conflict with stakeholders, we should be open for suggestions (IDI_P8).

I suggest Learn to listen, understand and avoid one sided decision (IDI_P10).

The remarks of participants imply that accepting suggestion is a virtue that promotes critical thinking and reasonable reasoning in people who possess it. The ability to venture out of your comfort zone and examine other viewpoints is critical in today's world.

These thoughts are supported by Zia et al. (2021). People who possess the virtue of taking suggestion are better equipped to think critically and reason reasonably than those who do not possess this virtue. In today's environment, the capacity to go outside of your comfort zone and investigate the perspectives of others is very necessary.

Construction of Teachers' Views on Dealing Disagreement with School Stakeholders Scale

Table 1 exhibits the suggested Checklist Survey Questionnaire to be Subjected for EFA which reflected the Teachers' Views on Dealing Disagreement with School Stakeholders scale components which are included in the checklist. The items reflect the fundamental topics, fundamental ideas/ assertions, issues demonstrated, and implications. There are 35 items on the survey questionnaires.

Table 1
Teachers Views on Dealing Disagreement with School Stakeholders

STATEMENTS

- I need proper conversation and understanding in dealing with the stakeholders.
- I need to focus on problems to solve disagreements with the stakeholders.
- I keep conversation in confidential with the stakeholders to avoid conflicts.
- I consider stakeholders to come up with a good solution with the problems exist at school.
- I need to give constructive criticism to avoid disagreements with the stakeholders.
- I give the rights to my stakeholders to disagree with the ideas.
- I conduct formal and proper forum/conversation with the stakeholders to avoid conflicts.
- I let the stakeholders to express their emotions and anger.
- I met them halfway to avoid disagreement worst.
- I respectfully listen their opinions.
- I respectfully consider the decisions of the stakeholders.
- I convinced the stakeholders any decision or projects they are made.
- I try to understand the views and opinions of the stakeholders.
- I never compromise the stakeholders.
- I let my stakeholders express their complaints.
- I try to understand the complaints of my stakeholders.
- I encountered is that being non-compliance with school Policies.
- I feel that some of the stakeholders do not comply what the school required them.
- I experienced that some of the stakeholders do not comply schools' requirements.
- I encountered that some of the stakeholders do not comply some policies and regulations that schools adhere to.
- I understand that some common problems I encountered with the stakeholders are overlapping activities.

I understand that stakeholders have limited resources.
I understand that some of the stakeholders have different perceptions.
I encountered conflict schedules with the stakeholders.
I suggest being clear in everything and be open minded to avoid conflict.
I need to be always transparent to avoid conflicts.
I will be transparent to stakeholders about financial funds.
I get involve the stakeholders more in school.
I suggest encouraging them to always attend meetings and other activities to the school to know more about the rules and programs.
I encourage attendance in meetings where all updates and decisions making takes place.
I need to get opinions of both sides to avoid conflicts.
I should be open for suggestions to avoid conflicts.
I suggest Learn to listen, understand, and avoid one sided decision
I should be patience to understand stakeholders' complaints.
I should be open for suggestions from my stakeholders.

Dimensions of Teachers' views on dealing disagreements with school stakeholders

Testing of the proposed Questionnaire consisting of 35- item scale on Teachers Views on Dealing Disagreement with School Stakeholders. Prior to the proposed 35-item scale for teachers' views on dealing disagreement with school stakeholder underwent factor analysis, the Kaiser Meyer-Okin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity was performed. Table 2 highlighted the results.

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.944
	Approx. Chi-Square	6022.541
Bartlett's Test of Sphericity	Df	595
	Sig.	.000

The results displayed that the KMO test generated the value of .944 which is above the .5. This means the sample can be treated with EFA. Also, Bartlett's Test of Sphericity result yields a .000 significant value which tells that the data have patterned relationships, and factorability was assumed. Hence, there was empirical evidence to proceed with the factor analysis.

Derivation of Factors Structures for Teachers' Views on Dealing Disagreement with School Stakeholders. To determine the number of factors, the 35-item scale was tested using an unrotated factor matrix with estimates of eigenvalues, percent of the variance, and cumulative variance. Eigenvalues represent the total amount of variance that can be explained

by a given principal component. They can be positive or negative in theory, but in practice, they explain variance which is always positive (UCLA, 2021). Under the Kaiser criterion, all components are dropped with eigenvalues under 1.0, this being the eigenvalue equal to the information accounted for by an average single item (Costello & Osborne, 2005).

Meanwhile, 3 factors were identified in the model with eigenvalues above 1. The loading factor for each item corresponds to a factor score which was above .40. This means, there was a sufficient correlation between factors and variables; hence, the item can be considered as part of the particular factor.

The Table 3.1 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loadings of items in the three factors are above .4. It can be supported by Field (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized by hair et al. (1998) that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Table 3.1
Pattern Matrix Three-Factor Model

Items	Factor Loadings		
	1	2	3
I suggest being clear in everything and be open minded to avoid conflict.	.921		
I get involve the stakeholders more in school.	.920		
I suggest encouraging them to always attend meetings	.917		
and other activities to the school to know more about the			
Rules and programs.			
I will be transparent to stakeholders about financial funds.	.909		
I understand that some common problems I encountered with the stakeholders are overlapping activities.	.905		
I convinced the stakeholders any decision or projects they are made.	.881		
I understand that some of the stakeholders have different perceptions.	.847		
I give the rights to my stakeholders to disagree with the ideas.	.840		
I encourage attendance in meetings where all updates and decisions making takes place.	.836		
I need to be always transparent to avoid conflicts.	.832		
I feel that some of the stakeholders do not comply what the school required them.	.798		
I met them halfway to avoid disagreement worst.	.783		
I consider stakeholders to come up with a good solution with the problems exist at school.	.782		
I experienced that some of the stakeholders do not comply schools' requirements.	.780		
I try to understand the complaints of my stakeholders.	.777		

I encountered is that being non-compliance with school Policies.	.774
I never compromise the stakeholders.	.755
I encountered conflict schedules with the stakeholders.	.741
I let the stakeholders to express their emotions and anger.	.631
I keep conversation in confidential with the stakeholders to avoid conflicts.	.622
I understand that stakeholders have limited resources.	.584
I let my stakeholders express their complaints.	.526
I respectfully listen their opinions.	.467
I need proper conversation and understanding in dealing with the stakeholders.	.997
I try to understand the views and opinions of the stakeholders.	.964
I conduct formal and proper forum/conversation with the stakeholders to avoid conflicts.	.419
I should be open for suggestions to avoid conflicts.	.912
I suggest Learn to listen, understand, and avoid one sided decision.	.891
I should be patience to understand stakeholders' complaints.	.806
I need to get opinions of both sides to avoid conflicts.	.658
I should be open for suggestions from my stakeholders.	.641

Extraction Method: Principal Axis Factoring.
Rotation Method: Promax with Kaiser
Normalization.
a. Rotation converged in 5 iterations.

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the three-factor model of teachers' views on dealing disagreement with school stakeholders with 31 items was developed as shown in table 4, namely: Instigate Suggestions, Right Communication, and Susceptible for Suggestions.

The items that do not fit with the factor were removed in the final questionnaire. More specifically, the items in factor 3 include: *Item 5 "I need to give constructive criticism to avoid disagreements with the stakeholders"*, *item 10 "I respectfully listen their opinions"* in factor 2 include: *Item 2 "I need to focus on problems to solve disagreements with the stakeholders"*. These items do not fit during the factor loadings.

Reliability Test of the Scale

The instrument was evaluated for reliability to determine the internal consistency of items. It can be observed in the Table 5 that the overall reliability is high with a Cronbach's alpha value of .944. The subscale or dimension also is above the criteria of reliability above .70 alpha, namely Instigate Suggestions ($\alpha=.931$), Right conversation ($\alpha=.752$, and Susceptible for suggestions ($\alpha=.896$). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 4

Reliability Analysis of Teachers' Views on Dealing Disagreements with School Stakeholders.

Scale	Cronbach's alpha
Instigate Suggestions	.931
Right conversation	.752
Susceptible for suggestions	.896
Overall Reliability	.944

Final Version of Teachers' Views on Dealing Disagreement with School Stakeholders Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 6. From 35 items it reduces to item 31 which the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, Hair et al. (2010) loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, Teachers' Views on Dealing Disagreement with School Stakeholders Questionnaire was developed. This scale consists of 31 items. Specifically, in factor 1 a total of twenty-three (23) items for Instigate Suggestions, for factor 2 obtained three (3) items for right conversation, and for factor 3 received five (5) items for susceptible for suggestions. The five-point Likert scale from 5-strongly agree to 1- strongly disagree is shown below.

Table 4.1

Teachers Views on Dealing Disagreement with School Stakeholders Questionnaire

Statements	1	2	3	4	5
Factor 1: Instigate Suggestions					
I suggest being clear in everything and be open minded to avoid conflict.					
I get involve the stakeholders more in school.					
I suggest encouraging them to always attend meetings and other activities to the school to know more about the rules and programs.					
I will be transparent to stakeholders about financial funds.					
I understand that some common problems I encountered with the stakeholders are overlapping activities.					
I convinced the stakeholders any decision or projects they are made.					
I understand that some of the stakeholders have different perceptions.					

I give the rights to my stakeholders to disagree with the ideas.
I encourage attendance in meetings where all updates and decisions making takes place.
I need to be always transparent to avoid conflicts.
I feel that some of the stakeholders do not comply what the school required them.
I met them halfway to avoid disagreement worst.
I consider stakeholders to come up with a good solution with the problems exist at school.
I experienced that some of the stakeholders do not comply schools' requirements.
I try to understand the complaints of my stakeholders.
I encountered is that being non-compliance with school

Policies.

I never compromise the stakeholders.
I encountered conflict schedules with the stakeholders.
I let the stakeholders to express their emotions and anger.
I keep conversation in confidential with the stakeholders to avoid conflicts.
I understand that stakeholders have limited resources.
I let my stakeholders express their complaints.
I respectfully listen their opinions.

Factor 2: Right Conversation

I need proper conversation and understanding in dealing with the stakeholders.
I try to understand the views and opinions of the stakeholders.
I conduct formal and proper forum/conversation with the stakeholders to avoid conflicts.

Factor 3: Susceptible for Suggestions

I should be open for suggestions to avoid conflicts.
I suggest Learn to listen, understand, and avoid one sided decision.
I should be patience to understand stakeholders' complaints.
I need to get opinions of both sides to avoid conflicts.
I should be open for suggestions from my stakeholders.

Legend:

- 5 = Strongly agree
- 4 = Agree
- 3 = Moderately agree
- 2 = Disagree
- 1 = Strongly Disagree

Implication for Educational Practice

The result of this study on the Teachers Views on Dealing Disagreement with School Stakeholders implications for educational practice. As revealed in the study, The viewpoints of educators on how to manage stakeholder disputes remain significant in contemporary academic life. Typically, schools seem to be conflict hotspots; sometimes, they may indicate greater social difficulties. Conflict is experienced in a variety of ways due to a misunderstanding of the components that contribute to different conflict situations.

The findings implied that as in any field, instructors may favor one colleague over another or have teaching styles or personalities that clash. When a disagreement grows to the point where it attracts outside attention, however, the principal must interfere. Conflict is an inherent component of existence, and its occurrence is usually inevitable. When resolving conflicts about the best method for resolving disagreements, emotions run high. Dealing with conflict and disagreement effectively is half the battle and may have significant implications. When conflict and disagreement are mismanaged, the effects may be devastating and are seldom in the best interests of either side.

CONCLUSIONS

Nine (9) emerging themes significantly emphasized on Teachers' Views on Dealing Disagreement with School Stakeholders such as: Proper Communication, Respect, Understanding, Complaints, Non-Compliance, Overlapping Activities, Transparency, Participation and Open for Suggestions. Results revealed from the Exploratory Factor Analysis (EFA) three underlying dimensions occur from the Teachers' Views on Dealing Disagreement with School Stakeholders such as: Instigate Suggestions, Right Conversation, and Susceptible for Suggestions. Results revealed from the reliability test that the overall reliability is high with a Cronbach's alpha value of .944. The subscale or dimension also is above the criteria of reliability above .70 alpha, namely Instigate Suggestions ($\alpha=.931$), Right conversation ($\alpha=.752$), and Susceptible for suggestions ($\alpha=.896$). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better. Results from the Exploratory Factor Analysis revealed that there are 31 items of sets of questionnaire that are suitable for factor loadings. This means that these items are appropriate and pass the face validity for measuring tools in the study.

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