

CONFLICT MANAGEMENT IN DEPED: FOSTERING COLLABORATION AND HARMONY AMONG DEPED PERSONNEL

by:

Josephine P. Sarmiento

Administrative Officer I, Mariveles National High School-Cabcaben

In the daily routine of Department of Education (DepEd) offices and schools across the Philippines, DepEd personnel are often caught in between conflicting demands, whether it is conflict over uneven workload distribution, misunderstandings with supervisors, or conflicts with colleagues over unclear responsibilities. DepEd personnel often must juggle last-minute requests from teachers, respond to pressing notes from the division office, and calm an angry parent while trying to meet deadlines with minimal funding.

These ordinary circumstances create conflict, especially in situations of high expectations and low support. Frustrations can easily spiral out of control without good communication channels or established procedures for conflict resolution. DepEd personnel must learn functional conflict management techniques, including how to listen, when to mediate, and how to escalate conflict constructively, to keep employees' morale up and ensure that the school function runs smoothly. Promoting a positive and cooperative work environment is essential to preserve the collaborative atmosphere that exists in the education field as well as for effectiveness.

De Leon (2012) highlights the way DepEd institutionalized the Alternative Dispute Resolution (ADR) system, which consists of mediation units at varying departmental levels to effectively and constructively solve disputes. This policy agenda aims to enhance employee cooperation as well as limit workplace tension by providing administrative personnel with tools to end conflicts peacefully (DepEd, 2012). To ensure organizational

performance, DepEd is dedicated to fostering an environment of communication and respect for each other, which is manifested through the ADR system.

Meanwhile, Almazan and Reyes (2023) found that interpersonal relationships, work pressures, and relations with outside stakeholders are prevalent sources of conflict among DepEd personnel. Open forums, team-building exercises, and regular in-service training are all effective methods for enhancing conflict resolution capabilities and building camaraderie. In addition, they highlight that effective conflict management has a positive relationship with organizational climate and employee satisfaction improvement, which indirectly benefits the educational system.

In conclusion, administrative personnel of the Department of Education should be skilled in resolving conflicts because they directly affect productivity and work harmony. Frequent disputes need systematic approaches that encourage open communication and sympathy among parties, whether they stem from workload issues or communication failures. DepEd can better assist its employees, resolve issues peacefully, and ultimately create a more solid and functional learning environment by strengthening these systems.

References:

Almazan, R. P., & Reyes, M. T. (2023). Conflict management and organizational climate among DepEd administrative staff. *Philippine Journal of Educational Management*, 18(1), 34-48.

Department of Education. (2012). DepEd policy framework for the implementation of the alternative dispute resolution (ADR) system-mediation (DO 15, s. 2012).

https://www.deped.gov.ph/wp-content/uploads/2012/02/DO_s2012_15.pdf

Duterte, J. P., & Villanueva, S. M. S. (2025). Navigating conflicts in the new normal: Learnings and insights of primary school heads in Davao de Oro, Philippines. *Journal of International Relations and Peace*, 2(1), 17-22. <https://doi.org/10.54536/jirp.v2i1.4427>