

School Heads Conflict Management Strategies and Their Effect On Teacher's Collaboration in The Public Elementary School

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ABSTRACT

This study investigated the conflict management strategies employed by school heads and their effect on teachers' collaboration in selected public elementary schools under the DepEd Division of Bohol for the school year 2025–2026. Using a descriptive-correlational research design, the study aimed to determine the extent to which school heads apply avoiding, accommodating, compromising, collaborating, and competing strategies, and how these strategies influence teacher collaboration in terms of communication, cooperation, shared goals, trust, and respect. The respondents consisted of 50 school heads and 75 teachers from five public elementary schools. Data were collected through a structured survey questionnaire adapted from Thomas-Kilmann Conflict Mode Instrument and previous research instruments. Weighted mean, standard deviation, and Pearson correlation coefficient were employed to analyze the data. Findings revealed that collaborating and compromising strategies were highly or moderately practiced, while avoiding and competing strategies were less employed. Teacher collaboration was generally rated as highly evident, particularly in shared goals, trust, and respect. Significant positive relationships were found between accommodating ($r = 0.421$, $p = 0.006$), compromising ($r = 0.538$, $p = 0.001$), and collaborating ($r = 0.675$, $p < 0.001$) strategies and teachers' collaboration, while avoiding showed a weak positive correlation ($r = 0.312$, $p = 0.028$), and competing was not significant. Based on the findings, a strategic plan was proposed to enhance conflict management practices among school heads and strengthen collaborative culture among teachers through training, team-building activities, and continuous monitoring.

Keywords: conflict management strategies, school heads, teachers' collaboration, public elementary schools, Thomas-Kilmann Conflict Mode Instrument, Bohol

1. THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Conflict is an inherent component of all organization regardless of culture or profession. A situation in which unacceptable differences in interests, expectation, values or opinions occur between individuals. In an educational landscape, schools are increasingly recognized as complex systems where individuals with diverse values, beliefs, and expectations must work together toward shared goals (Rahim, 2017). Conflicts that are not properly addressed may hinder productivity, morale, and school performance. Effective conflict management has become a foundation of educational leadership and a important skill for sustaining school harmony and efficiency and if conflict effectively managed, they can promote creativity, problem-solving, peace and professional growth (De Dreu & Gelfand, 2018).

The United Nations Sustainable Development Goals (SDGs) particularly in SDG 4 the Quality of Education emphasizes inclusive and equitable education through strong leadership and collaboration, while SDG 16 Peace, Justice and Strong Institutions underscores the importance and effective way for accountable institutions that promote peace and justice. School leaders are expected to foster a climate where mutual respect and teamwork through constructive conflict management are served and followed.

Philippine education system continuously transforms through reforms that demand strong leadership and harmonious teamwork. The Department of Education (DepEd) has been implementing various programs that emphasize shared governance as part of the School Based Management (SBM) Department of Education, 2022. The reforms call on the school leaders to exercise leadership not only in instruction but also in managing human relations effectively, challenges such as limited resources, workloads, and policy transitions, conflict among co teachers and staff are unavoidable. Effective conflict management thus becomes an essential skill to maintain positive teacher relationships and sustain collaborative professional growth (Garcia & Reyes, 2021).

Both elementary and secondary schools often function in settings characterized by close personal interactions and in such environments, disagreements may arise. School heads may handle this situation fairly and constructively in order for the teachers to become more engaged, cooperative, and committed to shared goals. In different view of unresolved conflicts may lead to communication breakdowns, reduced morale and decreased instructional quality. Exploring how school heads manage conflicts and how these strategies influence team collaboration is both timely and relevant, especially as schools strive to align with the principles of sustainable and inclusive quality education.

With this study aims to examine the conflict management strategies of school heads and their effect of the teachers. By understanding which strategies contribute most effectively, this study hopes to provide insights and inputs that can enhance school leaders and promote professional harmony and strengthen the schools to deliver its mandate.

Theoretical Background

This study is anchored on the three theory that focuses on the strategies in dealing conflict management that improvise organizational performance. The first theory is Thomas-Kilmann Conflict Mode Instrument (TKI) developed by Kenneth W. Thomas and Ralph H. Kilmann (1974). It identifies

five modes of handling conflict such as competing, accommodating, avoiding, compromising, and collaborating and it is based on two behavioral dimensions which is the assertiveness and cooperativeness. It further suggests that individuals choose their conflict management style depending on the situation the relationship between the parties involved, and the desired outcomes. The collaborating mode is considered the most constructive as it promotes open communication, problem-solving, and shared decision-making (Rahim, 2017).

School leaders and administrators frequently find themselves mediating disagreements among stakeholders, and their ability to choose and apply the right strategy can either strengthen schools' sense of unity or weaken it. De Dreu and Gelfand (2018) states that effective conflict management helps organizations move forward with greater trust and cooperation. This means that every conflict become an opportunity to strengthen teamwork and communication among teachers, staff and other stakeholders that are involved in the school organization.

Second theory is Tuckman's Team Development Model (1965), this model explains that as a team develops maturity and ability, relationships establish and leadership style changes to more collaborative or shared relationship. It also describes how teams go through stages includes forming, storming, norming, performing, and adjourning. The real value is in recognizing where a team is in the developmental stage process, and assisting the team to enter a stage consistent with the collaborative work put forth. In the real world, teams are often forming and changing, and each time that happens, they can move to a different Tuckman Stage. A group might be happily Norming or Performing, but a new member might force them back into Storming, or a team member may miss meetings causing the team to fall back into Storming. Project guides will be ready for this, and will help the team get back to Performing as quickly as possible.

The storming stage where misunderstandings and disagreements often occur and it considered a critical point in team development. When managed properly and correctly, it leads to professional growth, understanding and collaboration. School heads who practice good conflict management can help their teams move beyond this stage and perform effectively as a cohesive unit (Robbins & Judge, 2019).

The last theory is from Lewin's Change Management Theory provides another gateway in this study, it explains that organizational change happens in three phases includes unfreezing, changing and refreezing. Conflict often emerges during these transitions. School heads who handle these conflicts constructively not only resolves immediate issues but also ensures that the team remains committed to shared goals.

This study also further grounded with Philippine education system national policies that supports the principle of harmonious relations, effective leadership and collaboration. DepEd Order No. 35, s.2016 or the learning Action Cell (LAC) as a professional development strategy for the improvement of teaching and learning. It institutionalizes LACs as a key professional development strategy for teachers to collaborate, engage in reflective practice, and improve teaching and learning outcomes. The policy emphasizes the school head's role in facilitating professional dialogue and creating a positive, collaborative environment.

Republic Act No. 4670 or The Magna Carta for Public School Teachers. This law protects the rights and welfare of teachers and emphasizes respect, fairness, and proper communication between administrators and teachers. In Section 6 of RA 4670 highlights the importance of mutual understanding and dialogue in resolving issues, reflecting the need for leaders who can manage conflict without compromising professional dignity. When administrators practice fairness and empathy, they help foster a collaborative and motivated teaching force.

Republic Act No. 9155 or The Governance of Basic Education Act of 2001. This law mandate to strengthens school-based management and defines the role of school heads as both administrative and instructional leaders. Under Section 7 of RA 9155 emphasizes that school heads must create an environment conducive to learning by promoting teamwork and resolving conflicts fairly and transparently. It is also recognizing that effective leadership involves managing people and relationships not just systems and processes.

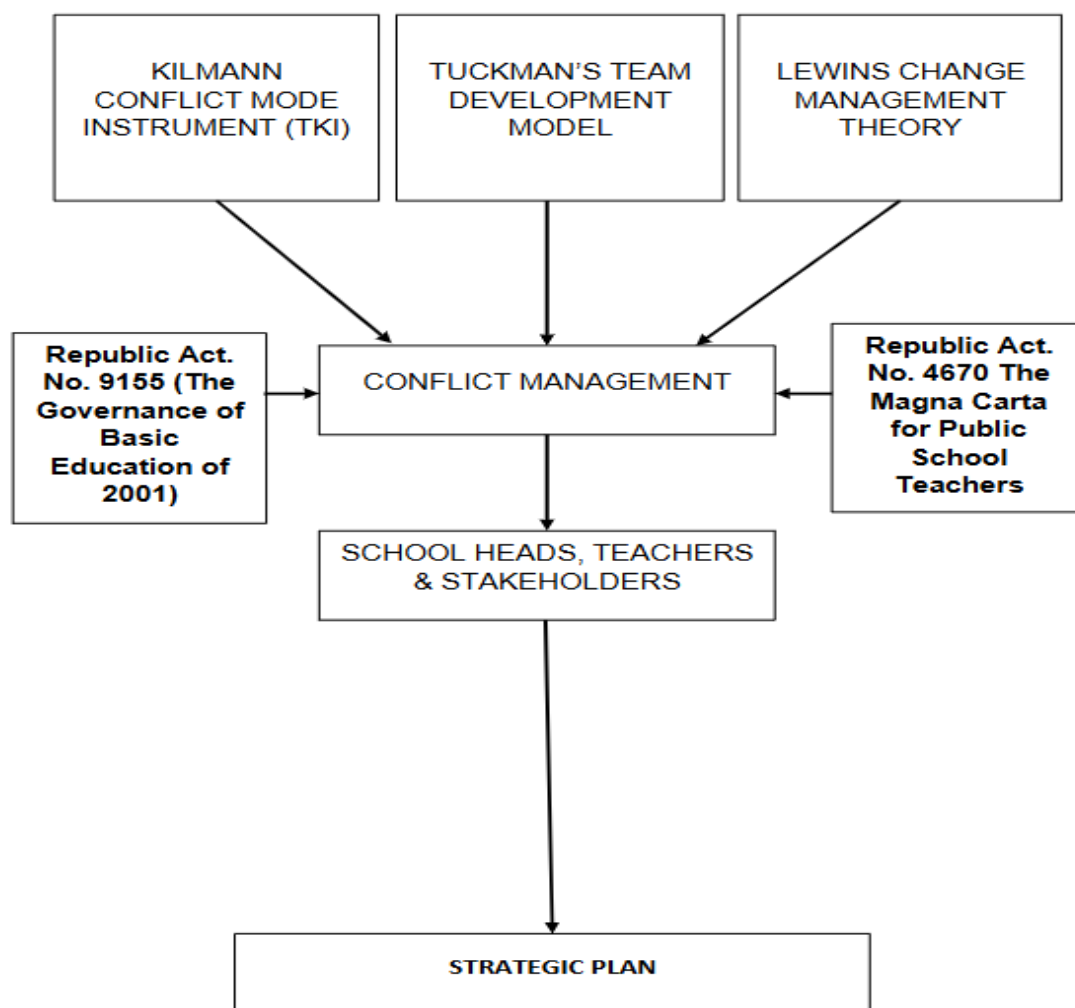


Figure 1.
Theoretical Framework

THE PROBLEM

Statement of the Problem

This research will determine the School Head conflict management strategies and their effect on teachers' collaboration in selected public elementary schools in the DepEd division of Bohol for the school year 2025-2026 as basis for a conflict resolution plan.

Specifically, this will answer the following:

1. What is the related information of the respondents' group as to:
 - 1.1 age and gender,
 - 1.2 position/designation,
 - 1.3 teaching experience
 - 1.4 relevant trainings/seminars/workshop attended
2. To what is the level of conflict management strategies employed by School Heads in terms of;
 - 2.1 Avoiding
 - 2.2 Accommodating
 - 2.3 Compromising
 - 2.4 Collaborating
 - 2.5 Competing
3. What is the level of teacher's collaboration in terms of;
 - 3.1 Communication;
 - 3.2 Cooperation;
 - 3.3 Shared goals;
 - 3.4 Trust and Respect;
4. Is there is a significant relationship between the school heads management strategies of and the teachers' collaboration?
5. Based on the findings what conflict management strategic plan can be crafted proposed to enhance effective teachers' collaboration?

Significance of the Study

This study is important as it sheds light the success of conflict management strategies depends not only on policies and instruction but also the quality of relationships among its stakeholders. The result of this study is expected to contribute valuable insights to stakeholders of public education sector.

School Administrators. School administrators will provide insights into which conflict management approaches to better enhance collaboration and harmony with the teachers.

Teachers. This study will help teachers understand how administrative behavior affects their professional relationships and shared productivity.

Supervisors. This study will serve as a basis for designing leadership and supervisory training focused on effective conflict resolution.

Future Researchers. This study will serve as a reference for further studies on school leadership, organizational behavior and collaboration in education.

2. RESEARCH METHODOLOGY

Design

This study will use a descriptive research design with a quantitative approach. Descriptive research is appropriate for this study because it aims to gather information about how school leaders manage conflict in the workplace. The quantitative approach will allow for the collection of measurable data using a structured survey questionnaire.

Flow of the study

This study follows the Input-Throughput-Output (ITO) model to illustrate the logical flow and structure of the research study.

The input includes essential information and factors that serve the foundation of the study. It consists of the profile of the respondents as to age, gender, teaching experience, position and relevant trainings attended/seminars/conference attended, the availability and accessibility of digital tools in schools. It established the background participants and helps determine whether personal and professional characteristics may influence their perceptions of conflict management and collaboration. Identifying the conflict management strategies commonly practiced by the school heads includes avoiding, accommodating, compromising, collaborating and competing. It also measures the level of teacher's collaboration in terms of communication, cooperation, shared goals and trust and respect. It helps assess whether teachers in schools practices and exhibits higher collaboration compared to those in less organized environments.

The throughput of this study includes Descriptive Survey Questions, Actual Observations, Administration of Questionnaire, Statistical Treatment, Analysis of Data and Interpretation of data gathered. The survey is administered to selected public schools' teachers using random sampling. After collecting the data, the responses are encoded, organized and statistically analyzed using tools such as frequency, percentage, mean and standard deviation.

The output of this study will be proposed to come up with a conflict management strategic plan aimed to promote a more harmonious, cooperative and productive school environment that supports quality education.

The flow of the study shown on figure 2 in the next page.

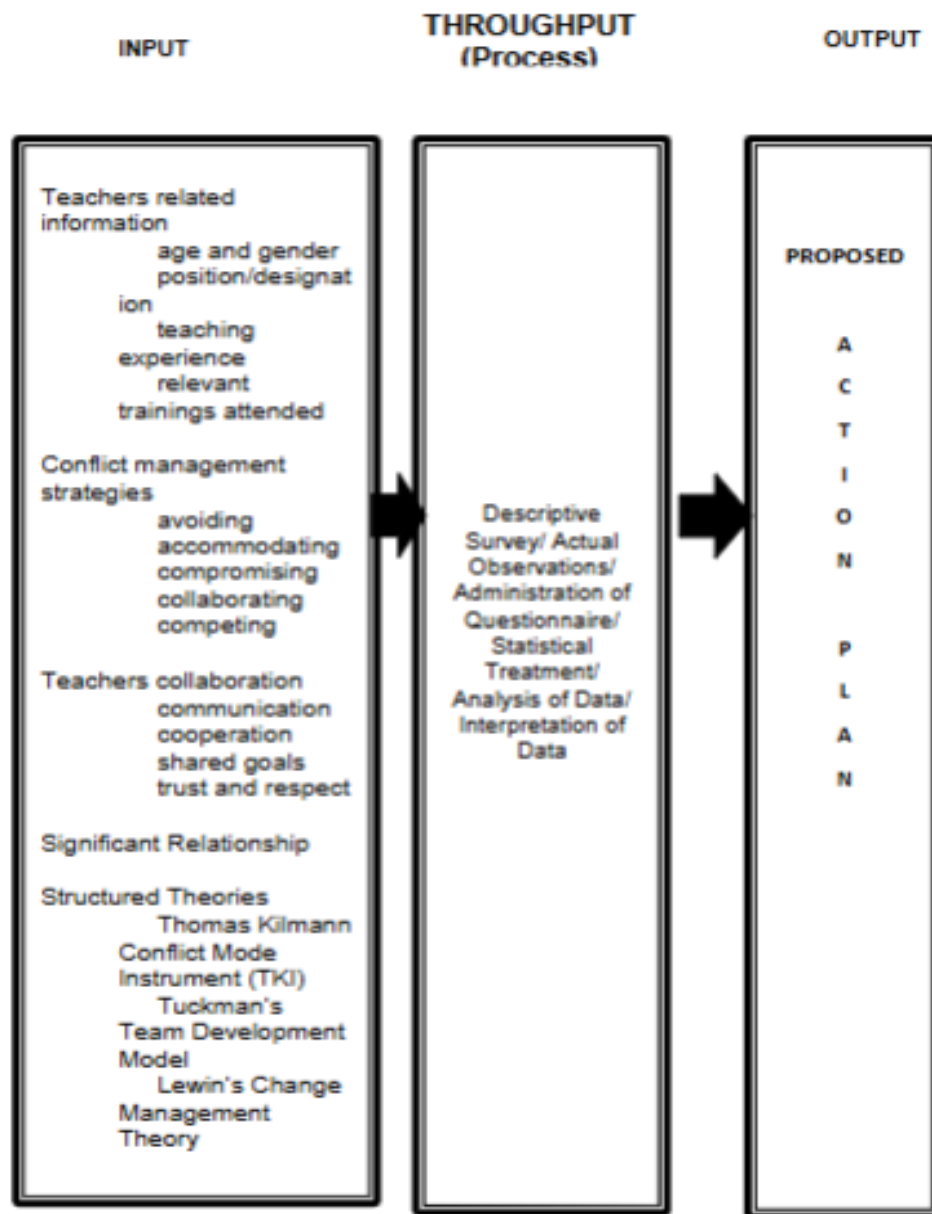


Figure 2.
The Flow of the Study

Environment

Bohol is the 10th largest island of the Philippines. It is an oval-shaped island province located in Central Visayas. It is bounded by Cebu in the east; Bohol Strait in the west; Camotes Sea in the north; and Mindanao Sea in the south. Tourism on this attractive, idyllic and scenic island has begun to develop. The world-renowned Chocolate Hills can be found in the province.

Tagbilaran City is the province's principal port and commercial center. Hotels, restaurants, and shops, where handicrafts and locally made products are sold, can be found throughout the city.

Tourist attractions can be found throughout the province, but the most-visited is undoubtedly the Chocolate Hills. Two legends and two geological explanations about the origin of the Chocolate Hills exist.

The first legend tells of a fight between two giants who threw stones and sand at each other for days until they were so tired and exhausted that they gave up and made friends. They left the island but didn't, however, tidy up the battlefield, leaving the Chocolate Hills.

The second legend is a lot more romantic. Arogo, a young and unusually strong giant, fell in love with an ordinary mortal, Aloya. After Aloya's death, Arogo cried bitterly. The Chocolate Hills are proof of his grief, for his tears turned into hills.

Some geologists say Bohol lay underwater in prehistoric times. Volcanic eruptions caused unevenness in the bottom of the sea which was gradually smoothed and rounded by the movement of the water.

Most geologists, however, say the explanation as nonsense. Even though the geological origin of the hills has not yet been explained beyond doubt, the consensus is that they were weathered formations of a kind of marine limestone lying on the top of impermeable clay soil. Comparisons have been made with the Hundred Islands of North Luzon.

The study is conducted at Anibongan Elementary School, Concepcion Elementary School, San Agustin Elementary School, and Sta. Cruz Elementary School, Villa Garcia Elementary School Sierra Bullones, Bohol. It is a complete elementary school with 28 teachers, a school head and an administrative assistant. For this school year, it has a total population of 478 learners in elementary level.

It is situated 8 km. away from the town proper and accessible by any means of land transportation though the road is partially concreted. Although the school has been a recipient of the DepEd Computerization Program (DCP), it was not fully utilized because of the absence of internet connection then.

However, due to the continued efforts of the school leaders the school has now internet connectivity. As of today, the school has strong internet connection suitable for computerized education on the learners in order for them to advance on the web-based learning.

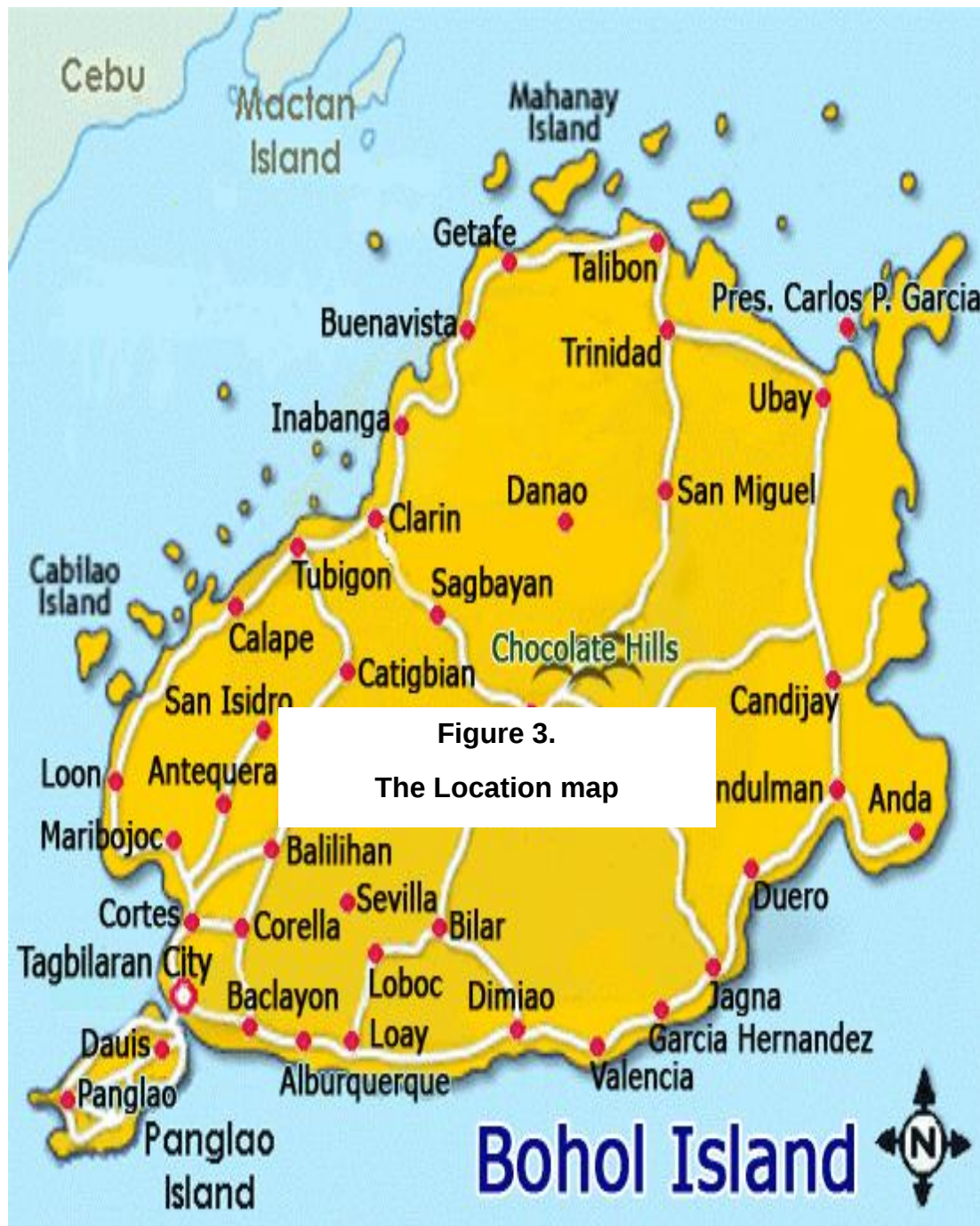


Figure 3.
The Location map



SAN AGUSTIN ES

**Location: San Agustin, Sierra
Bullones, Bohol**



ANIBONGAN ES

**Location: Anibongan, Sierra
Bullones, Bohol**



VILLA GARCIA ES

**Location: Villa Garcia, Sierra
Bullones, Bohol**



STA CRUZ ES

**Location: Sta. Cruz, Sierra
Bullones, Bohol**



CONCEPCION ES

**Location: Concepcion, Sierra
Bullones, Bohol**

Respondents

The public-school teachers of Anibongan, Santa Cruz, Villa Garcia, San Agustin and Concepcion Elementary School is among the respondents of the study. A total of 125 respondents, they answered the questionnaires that administered to them. Table 1 shows the distribution of the teachers and students' respondents.

Table 1
Distribution of the Respondents

(n=50)

Respondents Groups	Population		Total	PERCENTAGE (%)
	School Heads	Teachers		
Anibongan Elementary School	10	15	25	28
Santa Cruz Elementary School	10	15	25	28
Villa Garcia Elementary School	10	15	25	28
San Agustin Elementary School	10	15	25	28
Concepcion Elementary School	10	15	25	28
Total	50	75	125	100

Instrument

The questionnaire of this study was based on two sources: (1) Some questionnaires are adapted from the study of Icot, (2013), (2) and the level of computer literacy skills are based on the study of Mbwana (2009). The researcher also creates a survey questionnaire that is designed to be simple, clear and answerable within 10-15 minutes. The questionnaire is divided into four (4) parts namely; Part 1 is the teachers' profile that includes age, gender, position, teaching experience and trainings attended, Part II is the level of conflict management strategies employed by school heads using Thomas-Kilmann Conflict Mode Instrument in terms of avoiding, accommodating, compromising, collaborating and competing. Part III is the level of teachers' collaboration in terms of communication, cooperation, shared goals, and trust and respect.

Data Gathering Procedure

Research Preparation. The researcher formally asked permission from the office of the principal to conduct the study. The researcher will personally distribute to the respondents and explained to the respondents show to answer every item of the questionnaire to be assured the needed and pertinent data will be gathered.

Research Instrument Administration. To explain the significance of the study the researcher conducted a pre-conference of the respondents. Also, he administered a post conference to verify and clarify some information that needs further investigation.

Statistical Treatment of Data

The data gathered is being tabulated and analyzed as the basis for interpretation.

Simple Percentage. The simple percentage was utilized to get the profile of the respondents. This will be used to describe the demographic profile of the teacher respondents, such as age, gender, position or designation, teaching experience, and relevant trainings or seminars attended.

Weighted Mean. The weighted mean was utilized to determine the level of conflict management strategies employed by school heads in terms of avoiding, accommodating, compromising, collaborating, and competing; and the level of teachers' collaboration in terms of communication, cooperation, shared goals, and trust and respect.

Standard Deviation. will be used alongside the weighted mean to determine the consistency or variability of responses among teachers. A smaller standard deviation means the responses are more consistent, while a larger value indicates greater differences in perceptions among respondents.

Scoring Procedure

To interpret and analyze the responses of the respondents accurately, this study uses a standardized scoring procedure based on a 5-point Likert scale.

For assessing the extent of the school heads employ conflict management strategies, the following are used:

Weight	Scale	Category	Verbal Description
5	4.21-5.00	Highly Practiced	The school head consistently and effectively employs the conflict management strategy in addressing issues and promoting harmony.
4	3.41-4.20	Practiced	The school head regularly applies the strategy in most situations and encourages open communication in resolving conflicts.
3	2.61-3.40	Moderately Practiced	The school head occasionally applies the strategy, but consistency in its use still needs improvement.
2	1.81-2.60	Rarely Practiced	The school head seldom applies the strategy and often avoids direct conflict resolution.
1	1.00-1.80	Not Practiced	The school head does not apply the strategy; conflicts are left unresolved or ignored.

For level of teachers' collaboration, the following are used:

Weight	Scale	Category	Verbal Description
	4.21-5.00	Highly Evident	Collaboration among teachers is consistently observed; teamwork,

5			communication, and mutual trust are strongly demonstrated.
4	3.41-4.20	Evident	Collaboration is regularly observed; teachers often show cooperation and shared goals.
3	2.61-3.40	Moderately Evident	Collaboration is sometimes observed; teachers occasionally work together but not consistently.
2	1.81-2.60	Rarely Evident	Collaboration is seldom observed; teachers show minimal interaction or cooperation.
1	1.00-1.80	Not Evident	Collaboration is not observed; teachers work individually with little or no teamwork.

3. DEFINITION OF TERMS

To understand the terms used in this study, the following definitions are given considerations.

Conflict Management Strategies – refer to the systematic approaches or techniques employed by school heads to handle disagreements or disputes among teachers and staff. In this study, the strategies are based on the Thomas–Kilmann Conflict Mode Instrument: avoiding, accommodating, compromising, collaborating, and competing.

School Head – pertains to the principal or officer-in-charge who serves as the administrative and instructional leader of the school, responsible for managing personnel, maintaining harmony, and promoting effective teaching and learning.

Team Collaboration – the process by which teachers work cooperatively toward shared educational goals through open communication, mutual trust, cooperation, and shared decision-making.

Public School Teachers. Teachers employed in government-run primary or secondary schools who are responsible for planning, delivering, and assessing instruction to learners.

Avoiding Strategy – a conflict management approach where the school head chooses not to engage in a conflict or postpones addressing it, usually to prevent further tension or when the issue is minor.

Accommodating Strategy – a strategy in which the school head prioritizes maintaining relationships and harmony over asserting their own position, often giving in to others' needs to sustain peace.

Compromising Strategy – a middle-ground approach where both parties give up certain demands to reach a mutually acceptable solution and maintain working relationships.

Collaborating Strategy – a win–win approach that involves open communication and joint problem-solving to ensure that the concerns of all parties are addressed constructively.

Competing Strategy – a conflict management style characterized by assertiveness and the pursuit of one’s own viewpoint, often used when quick or decisive action is necessary.

Standard Deviation. A statistical measure used in this study to determine how much the responses vary from the average (mean). A low SD indicates consistency among answers, while a high SD suggests varied responses.

Communication – in this study, it refers to the exchange of ideas, feedback, and information among teachers and between school heads and teachers that support cooperation and understanding.

Trust and Respect – the foundation of a collaborative school environment where teachers value one another’s contributions, maintain professional integrity, and rely on each other in achieving shared educational goals.

Professional Relationship – the connection and interaction among teachers and administrators built on mutual respect, shared responsibilities, and common educational objectives.

Strategic Plan – a proposed framework developed from the findings of this study that outlines conflict management actions to enhance teacher collaboration and organizational effectiveness.

4. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data gathered from the respondents of the study titled “*School Heads’ Conflict Management Strategies and Their Effect on Teachers’ Collaboration in the Public Elementary Schools in the Division of Bohol, School Year 2025–2026.*” The purpose of this chapter is to examine the demographic profile of respondents, assess the level of conflict management strategies employed by school heads, evaluate the level of teachers’ collaboration, and determine the relationship between the two variables as the basis for a proposed conflict resolution plan.

A total of 125 respondents participated in the study, consisting of 50 school heads and 75 teachers from five selected public elementary schools under the Division of Bohol. The schools included in the study are Anibongan Elementary School, Santa Cruz Elementary School, Villa Garcia Elementary School, San Agustin Elementary School, and Concepcion Elementary School.

The presentation of data is organized into the following major sections:

1. Demographic profile of respondents;
2. Level of school heads’ conflict management strategies;
3. Level of teachers’ collaboration; and
4. Relationship between conflict management strategies and teachers’ collaboration.

5. DEMOGRAPHIC PROFILE OF THE RESPONDENTS

The demographic profile provides essential background information about the respondents, including their age, gender, position/designation, teaching experience, and number of relevant trainings or seminars attended. These characteristics help contextualize their perspectives on conflict management and collaboration within the school setting.

Table 2
Gender of the Respondents

Gender	Frequency (n=125)	Percentage (%)
Male	40	32.0
Female	85	68.0
Total	125	100

The data in Table 2 reveals that the majority of respondents are **female (68%)**, while **male respondents constitute 32%** of the total sample. This gender distribution aligns with the prevailing trend in Philippine elementary education, where teaching and school leadership positions are predominantly occupied by women.

The high proportion of female respondents may indicate that the school environment emphasizes nurturing, communication, and relationship-centered management—traits often associated with effective conflict resolution and teamwork. Male respondents, though fewer, still represent a significant portion of the teaching workforce and may contribute perspectives emphasizing structure, authority, and decisiveness in managing conflicts.

The inclusion of both genders in the sample ensures that the data captures a balanced perspective, enriching the analysis of how school heads' conflict management strategies influence teacher collaboration.

Table 3
Age of the Respondents

Age Group	Frequency (n=125)	Percentage (%)
21–25 years	10	8.0
26–30 years	20	16.0
31–35 years	27	21.6
36–40 years	25	20.0
41–45 years	23	18.4
46 years and above	20	16.0
Total	125	100

Table 3 shows that the **majority of respondents (21.6%)** belong to the **31–35 years** age group, followed closely by those aged **36–40 years (20%)**. This indicates that most respondents are in their early to mid-career stage, a period typically characterized by active participation in school programs, openness to collaboration, and engagement in leadership or team initiatives.

Respondents aged **41 years and above (34.4%)** represent a group with extensive professional experience, likely holding deeper insights into managing interpersonal relationships and resolving conflicts. Conversely, younger respondents aged **21–30 years (24%)** bring energy, adaptability, and exposure to modern educational approaches.

Overall, the distribution suggests a balanced mix of youthful dynamism and seasoned expertise among the participants, which contributes to diverse perceptions of conflict management and collaboration practices within their schools.

Table 4
Position/Designation of the Respondents

Position/Designation	Frequency (n=125)	Percentage (%)
Teacher I	28	22.4
Teacher II	20	16.0
Teacher III	17	13.6
Master Teacher I	12	9.6
Master Teacher II	8	6.4
Head Teacher	40	32.0
Total	125	100

The data in Table 4 indicate that **Head Teachers** constitute the largest group, accounting for **32%** of respondents, followed by **Teacher I (22.4%)** and **Teacher II (16%)**. This distribution confirms that

both teaching and administrative roles are well represented in the study, allowing for comprehensive insight into how leadership strategies and collaboration manifest across hierarchical levels.

The presence of Master Teachers and Head Teachers highlights the inclusion of experienced educators who play pivotal roles in mentoring colleagues and maintaining harmonious relationships among staff. Meanwhile, the inclusion of Teachers I–III provides the perspective of classroom practitioners who directly experience and respond to the leadership styles of their school heads.

This balanced distribution ensures that the findings are reflective of the school’s collective professional environment, from classroom-level interactions to administrative decision-making.

Table 5
Teaching Experience of the Respondents

Years in Service	Frequency (n=125)	Percentage (%)
Less than a year	3	2.4
1–5 years	15	12.0
6–10 years	28	22.4
11–15 years	27	21.6
16–20 years	24	19.2
21 years and above	28	22.4
Total	125	100

Table 5 shows that the majority of respondents have **6–10 years (22.4%)** and **21 years and above (22.4%)** of teaching experience, followed by those with **11–15 years (21.6%)**. This suggests that a significant number of respondents have spent many years in the teaching profession, allowing them to develop a mature understanding of interpersonal relationships, teamwork, and conflict resolution within the school setting.

The data imply that teachers with longer service years may possess greater emotional intelligence and stability in handling professional disagreements, while those with shorter experience bring innovation and adaptability. The blend of experienced and newer teachers provides a comprehensive perspective on how conflict management strategies affect collaboration, given their varied exposure to school leadership dynamics.

Table 6
Relevant Trainings/Seminars Attended by the Respondents

Training Hours	Frequency (n=125)	Percentage (%)
Less than 20 hours	14	11.2
20–29 hours	18	14.4
30–39 hours	23	18.4
40–50 hours	30	24.0
51 hours and above	40	32.0
Total	125	100

Table 6 illustrates that the largest proportion of respondents (32%) have attended **51 hours and above** of relevant trainings or seminars, followed by those with **40–50 hours (24%)**. This finding suggests that most teachers and school heads are highly involved in professional development activities, demonstrating their commitment to continuous learning and skill enhancement.

Engagement in such programs—especially those focused on leadership, communication, and conflict management—likely contributes to more effective interpersonal interactions and a stronger culture of collaboration within schools. The relatively smaller group with fewer training hours (25.6%) may represent younger educators who are still beginning their professional development journey.

Overall, the data indicate that the respondents are generally well-trained and professionally equipped, which supports the reliability of their perceptions regarding conflict management strategies and collaborative practices.

Table 7
Summary of Respondents' Demographic Profile

Profile Variable	Dominant Category	Frequency	Percentage (%)
Gender	Female	87	69.60
Age	31–35 years old	32	25.60
Position	Teacher I	40	32.00
Teaching Experience	6–10 years	28	22.40
Trainings Attended	30–39 hours	30	24.00

The summary in Table 7 shows that the typical respondent is a **female teacher aged 31–35 years old**, occupying the position of **Teacher I**, with **6–10 years** of teaching experience and **30–39 hours** of professional training. This demographic profile represents a **competent and developmentally active workforce**, characterized by both enthusiasm and professional maturity.

Such a profile is relevant to the study because these teachers and school heads are in a strong position to evaluate and experience the effects of conflict management strategies on collaboration. Their combination of experience and ongoing professional development provides credibility to their perceptions and enhances the reliability of the study's findings.

Level of Conflict Management Strategies Employed by School Heads

This section presents the findings on the extent to which school heads employ various conflict management strategies based on teachers' perceptions. Data were analyzed using weighted mean and interpreted according to the 5-point Likert scale described in Chapter 1. The strategies examined include **Avoiding, Accommodating, Compromising, Collaborating, and Competing**.

Table 8
Level of Avoiding Strategy Employed by School Heads

Item	Weighted Mean (WM)	Verbal Interpretation
1. The school head postpones addressing disagreements until tensions cool down.	3.85	Moderately Practiced
2. The school head changes the topic when conflicts arise.	3.60	Moderately Practiced
3. Minor issues are often left unsettled to maintain peace.	3.40	Moderately Practiced
4. The school head avoids confrontation even when necessary.	3.25	Moderately Practiced
5. The school head prefers to let issues pass to prevent further conflict.	3.55	Moderately Practiced
Average Mean	3.53	Moderately Practiced

The use of the avoiding strategy by school heads is a notable approach in conflict management, particularly when the objective is to maintain a harmonious school environment. As shown in Table 8, school heads often postpone addressing disagreements until tensions have cooled down (WM = 3.85), change the topic when conflicts arise (WM = 3.60), or leave minor issues unsettled to prevent further disturbances (WM = 3.40). These findings suggest that school leaders prioritize immediate peace over confrontation, reflecting a moderately practiced reliance on avoidance as a conflict management tool. This approach aligns with broader research on leadership practices during times of stress, where leaders strategically delay engagement to create space for reflection and reduce the risk of escalation (Mazhabi, 2025).

Teacher collaboration plays a complementary role in mitigating the limitations of avoidance strategies by fostering mutual understanding and shared responsibility. Saks et al. (2025) emphasize that structured collaboration transforms isolated efforts into cohesive teamwork, which not only enhances instructional effectiveness but also reduces the strain on leaders who might otherwise rely heavily on avoidance. By promoting teamwork and open communication, teachers can collectively address minor conflicts before they escalate, supporting the school head's efforts to maintain stability while also encouraging a proactive rather than purely reactive approach to conflict resolution. This indicates that collaborative structures among staff can buffer the potential drawbacks of an avoidance-oriented leadership style.

However, the moderating effects of conflict management strategies on teacher well-being must also be considered. Rodrigues et al. (2025) found that conflict management approaches, including avoidance and other strategies, significantly influence burnout levels among employees engaged in emotionally demanding work. In the educational context, if school heads overly depend on avoidance, unresolved tensions may persist, subtly increasing stress and reducing teacher efficacy over time. Therefore, while avoidance can be an effective short-term strategy to maintain calm, it must be balanced

with collaborative initiatives and clear communication to ensure sustainable teacher satisfaction and overall school performance (Rodrigues et al., 2025; Saks et al., 2025; Mazhabi, 2025).

Table 9
Level of Accommodating Strategy Employed by School Heads

Item	Weighted Mean (WM)	Verbal Interpretation
1. The school head accepts others' ideas to maintain harmony.	4.10	Practiced
2. The school head gives way to teachers' suggestions to avoid conflict.	4.05	Practiced
3. Maintaining good relationships is prioritized over personal opinion.	4.15	Practiced
4. The school head yields when the issue matters more to others.	4.00	Practiced
5. The school head readily agrees to others' decisions to keep unity.	4.08	Practiced
Average Mean	4.08	Practiced

The accommodating strategy appears to be a highly practiced approach among school heads, as indicated by the average weighted mean of 4.08 in Table 9. School leaders consistently accept others' ideas (WM = 4.10), give way to teachers' suggestions to avoid conflict (WM = 4.05), and prioritize maintaining good relationships over asserting personal opinions (WM = 4.15). These findings suggest that principals actively emphasize harmony and unity within their schools, often yielding to the preferences of teachers to prevent disagreements from escalating. This approach aligns with research demonstrating that strong managerial skills in school principals are crucial for fostering positive teacher performance and workplace cohesion (Undiadi & Muhammad, 2025). Principals who practice accommodation can balance leadership authority with sensitivity to teachers' perspectives, thereby enhancing overall school functionality.

Accommodation as a conflict management strategy also strengthens collaborative environments that support teacher satisfaction and motivation. Xu, Weng, and Luo (2025) found that collaborative practices significantly impact teacher job satisfaction across different cultural contexts, highlighting the value of leaders who encourage shared decision-making. By readily agreeing with teachers' ideas and prioritizing relationships, school heads facilitate a culture of trust and mutual respect, which in turn reinforces collective efficacy and staff cohesion. The consistent use of accommodating strategies allows teachers to feel heard and valued, reducing workplace tension and fostering a supportive environment where collaboration thrives (Saks, Hunt, Leijen, & Lepp, 2025).

However, while accommodation promotes harmony, it must be applied judiciously to prevent the potential drawback of undermining the principal's authority or delaying critical decision-making. School leaders must balance yielding to others with strategic guidance to ensure that the overall objectives of the school are met. When principals integrate accommodation with structured collaboration, such as teamwork

and open communication, teachers not only experience higher job satisfaction but also contribute more effectively to school outcomes (Xu et al., 2025; Saks et al., 2025; Undiadi & Muhammad, 2025). Thus, accommodation, when strategically employed, supports both relational harmony and the achievement of educational goals, demonstrating the nuanced role of leadership in effective school management.

Table 10
Level of Compromising Strategy Employed by School Heads

Item	Weighted Mean (WM)	Verbal Interpretation
1. The school head encourages parties to meet halfway in disagreements.	4.00	Practiced
2. A fair middle ground is usually sought to resolve disputes.	4.05	Practiced
3. Each side gives up something to reach agreement.	3.95	Practiced
4. Negotiation is used to balance differing opinions.	4.10	Practiced
5. Interim solutions are made while long-term ones are being developed.	3.90	Practiced
Average Mean	4.00	Practiced

The compromising strategy is a widely practiced approach among school heads, as reflected by an average weighted mean of 4.00 in Table 10. Principals encourage parties to meet halfway during disagreements (WM = 4.00), seek a fair middle ground to resolve disputes (WM = 4.05), and use negotiation to balance differing opinions (WM = 4.10). These results indicate that school heads actively facilitate solutions that involve mutual concessions, ensuring that both parties' interests are considered. Such practices align with the role of principals in mediating conflicts and negotiating policies effectively, as they balance organizational goals with the needs of teachers (Anjani, Nurahmayanti, & Amalia, 2025). Compromise allows school leaders to maintain positive working relationships while resolving issues efficiently.

Compromising as a strategy also supports collaborative work environments that enhance teacher satisfaction and performance. Research highlights that principals who integrate negotiation and mutual agreement into their leadership practices foster a culture of fairness and shared responsibility, which can directly impact teacher job satisfaction (Xu, Weng, & Luo, 2025). By promoting compromise, school heads encourage teachers to participate in decision-making and share ownership of solutions, which aligns with the principles of teamwork and collective efficacy (Saks, Hunt, Leijen, & Lepp, 2025). This approach ensures that teachers feel respected and valued, which reduces potential conflicts and contributes to a more harmonious school climate.

However, while compromising is effective in promoting equity and cooperation, it requires careful application to prevent temporary fixes from becoming long-term issues. Interim solutions, though necessary, must be revisited to ensure sustainability and alignment with school objectives (Undiadi & Muhammad, 2025). Principals who combine compromise with strong managerial skills and ongoing collaboration can maintain both teacher satisfaction and high-quality performance outcomes. Therefore,

compromise emerges as a balanced strategy that enables schools to navigate conflicts constructively while fostering a collaborative and supportive organizational culture (Anjani et al., 2025; Xu et al., 2025; Saks et al., 2025; Undiadi & Muhammad, 2025).

Table 11
Level of Collaborating Strategy Employed by School Heads

Item	Weighted Mean (WM)	Verbal Interpretation
1. The school head promotes open discussion when problems arise.	4.15	Practiced
2. Decisions are made collectively whenever possible.	4.20	Practiced
3. The school head encourages joint problem-solving among teachers.	4.25	Highly Practiced
4. Conflicts are treated as opportunities to strengthen teamwork.	4.18	Practiced
5. The school head listens to all sides before deciding.	4.22	Highly Practiced
Average Mean	4.20	Practiced

The collaborating strategy is the most highly practiced conflict management approach among school heads, with an average weighted mean of 4.20, indicating strong implementation across schools. Principals promote open discussion when problems arise (WM = 4.15), make decisions collectively (WM = 4.20), and encourage joint problem-solving among teachers (WM = 4.25). These practices suggest that school heads view conflicts not as obstacles but as opportunities to enhance teamwork and strengthen professional relationships. By listening to all sides before making decisions (WM = 4.22), school leaders ensure that all perspectives are considered, fostering a sense of inclusion and fairness within the school community (Anjani, Nurahmayanti, & Amalia, 2025).

Collaborative strategies directly support teacher efficacy and professional growth. Çoban, Özdemir, and Bellibaş (2020) found that teacher collaboration mediates the relationship between trust in principals and collective teacher efficacy, demonstrating that inclusive leadership approaches increase teachers' confidence in their professional capacities. Similarly, Liu, Bellibaş, and Gümüş (2020) highlighted that principals who integrate instructional and distributed leadership with collaborative practices positively influence teacher self-efficacy and job satisfaction. When principals actively involve teachers in problem-solving and decision-making, it strengthens trust and encourages shared ownership of both challenges and solutions.

Moreover, collaboration as a conflict management strategy has long-term benefits for school culture and performance. By treating conflicts as opportunities to build teamwork (WM = 4.18), principals create a proactive environment where teachers feel empowered to contribute ideas and engage in collective problem-solving. This approach aligns with the role of school leaders in mediating and negotiating policy while balancing organizational goals and staff needs (Anjani et al., 2025). Ultimately, highly practiced collaboration fosters a resilient, supportive, and effective educational environment where both teachers

and school heads can achieve professional and organizational goals (Çoban et al., 2020; Liu et al., 2020; Anjani et al., 2025).

Table 12
Level of Competing Strategy Employed by School Heads

Item	Weighted Mean (WM)	Verbal Interpretation
1. The school head insists on the best course of action for the school.	3.85	Moderately Practiced
2. Rules are strictly enforced to maintain discipline.	4.00	Practiced
3. The school head acts decisively when time is limited.	4.05	Practiced
4. The school head emphasizes organizational goals over personal interests.	4.10	Practiced
5. The school head upholds authority even amid opposition.	3.95	Practiced
Average Mean	3.99	Practiced

The competing strategy is moderately to highly practice among school heads, with an average weighted mean of 3.99, reflecting its selective but purposeful application in school leadership. Principals insist on the best course of action for the school (WM = 3.85), enforce rules to maintain discipline (WM = 4.00), and act decisively when time is limited (WM = 4.05). This approach indicates that school heads prioritize organizational goals and authority, ensuring that decisions are implemented efficiently even amid opposition or conflict (Meyer, Richter, & Hartung-Beck, 2020). The moderate-to-high practice of competing demonstrates that while school leaders value collaboration, they also recognize situations that require decisive action and assertiveness to maintain school order and achieve objectives.

Competing strategies are particularly effective when clarity, discipline, and adherence to school policies are necessary for institutional stability. Research has shown that principled leadership, combined with decisiveness, positively influences teacher collaboration and collective efficacy by providing a clear framework within which teachers can operate (Çoban, Özdemir, & Bellibaş, 2020; García-Martínez, Montenegro-Rueda, Molina-Fernández, & Fernández-Batanero, 2021). By emphasizing organizational goals over personal interests (WM = 4.10) and upholding authority even in opposition (WM = 3.95), school heads establish trust in their leadership and reinforce a structured environment that supports teacher performance and accountability.

Furthermore, the competing strategy complements other leadership practices, such as instructional and distributed leadership, to enhance teacher self-efficacy and job satisfaction. Liu, Bellibaş, and Gümüş (2020) note that when principals combine assertive decision-making with supportive structures and collaborative opportunities, teachers feel secure in their roles and more committed to achieving educational outcomes. Thus, while competition may seem directive or authoritative, it serves as a necessary mechanism to maintain high standards, resolve time-sensitive issues, and ensure that organizational priorities are met without compromising teacher engagement or collaboration (Meyer et al., 2020; García-Martínez et al., 2021; Çoban et al., 2020; Liu et al., 2020).

Level of Teacher Collaboration

This section presents the findings on teachers' collaboration as perceived by respondents. Collaboration is analyzed in terms of **Communication, Cooperation, Shared Goals, and Trust & Respect** using weighted mean and interpreted according to the 5-point Likert scale.

Table 13
Level of Teacher Collaboration in Terms of Communication

Item	Weighted Mean (WM)	Verbal Interpretation
1. Teachers share ideas and information openly.	4.12	Evident
2. Feedback among colleagues is honest and constructive.	4.08	Evident
3. Meetings encourage open discussion of issues.	4.05	Evident
4. Communication between teachers and school head is clear.	4.10	Evident
5. Conflicts are discussed professionally and respectfully.	4.00	Evident
Average Mean	4.07	Evident

Teacher collaboration in terms of communication is strongly evident, as reflected by an average weighted mean of 4.07 in Table 13. Teachers consistently share ideas and information openly (WM = 4.12), provide honest and constructive feedback (WM = 4.08), and engage in meetings that encourage open discussion of issues (WM = 4.05). These findings suggest that effective communication is a cornerstone of teacher collaboration, allowing educators to exchange knowledge and insights that enhance instructional practices. Additionally, clear communication between teachers and school heads (WM = 4.10) and professional discussion of conflicts (WM = 4.00) reinforce a respectful and transparent working environment, which is crucial for maintaining trust and mutual understanding within schools (Msangi, 2024).

The positive impact of communication on teacher productivity and conflict management has been widely documented. Kariuki, Chumba, and Wambua (2023) found that teacher support and open communication significantly moderate the relationship between conflict management strategies and teachers' productivity, highlighting the importance of dialogue in resolving disputes and promoting effective teamwork. When teachers can communicate openly, conflicts are addressed more constructively, reducing stress and improving collaborative decision-making. This illustrates that communication is not only a medium for exchanging information but also a critical mechanism for enhancing teacher morale and performance.

Moreover, school heads play a pivotal role in facilitating communication as part of their leadership strategies. Balgos and Gallardo (2025) emphasized that principals who actively promote open dialogue, listen to all parties, and foster a collaborative culture enable teachers to navigate conflicts more effectively. By prioritizing communication, school leaders create an environment where teachers feel valued, heard, and empowered to participate in problem-solving processes. Consequently, strong communication

practices contribute to both conflict resolution and the overall effectiveness of teaching teams, highlighting the interconnectedness of leadership, collaboration, and professional development (Msangi, 2024; Kariuki et al., 2023; Balgos & Gallardo, 2025).

Table 14
Level of Teacher Collaboration in Terms of Cooperation

Item	Weighted (WM)	Mean	Verbal Interpretation
1. Teachers help each other accomplish tasks and projects.	4.15		Evident
2. Teamwork is visible during school activities.	4.12		Evident
3. Teachers willingly share teaching resources and ideas.	4.08		Evident
4. Colleagues coordinate schedules to support each other.	4.05		Evident
5. Teachers work together in solving classroom challenges.	4.10		Evident
Average Mean	4.10		Evident

Teacher collaboration in terms of cooperation is highly evident, as shown by the average weighted mean of 4.10 in Table 14. Teachers actively help each other accomplish tasks and projects (WM = 4.15), demonstrate visible teamwork during school activities (WM = 4.12), and willingly share teaching resources and ideas (WM = 4.08). These practices indicate a strong culture of mutual support and collective responsibility among teachers, which enhances both the efficiency and quality of educational delivery. Coordinating schedules to support one another (WM = 4.05) and collaboratively solving classroom challenges (WM = 4.10) further reflect the integral role of cooperation in sustaining an effective teaching environment (Saks, Hunt, Leijen, & Lepp, 2025).

The positive outcomes of cooperative collaboration are well-documented in educational research. Xu, Weng, and Luo (2025) found that teacher collaboration significantly improves job satisfaction, particularly when educators engage in joint problem-solving and resource sharing. Cooperation strengthens professional relationships, fosters trust among colleagues, and facilitates a shared sense of accountability, which contributes to higher teacher morale and overall school effectiveness. When teachers consistently work together, they can more efficiently address classroom challenges and implement innovative teaching strategies, enhancing both student learning and organizational performance.

Moreover, school principals play a crucial role in nurturing a cooperative culture. Undiadi and Muhammad (2025) emphasize that principals' managerial skills, including their ability to foster collaboration, directly influence teacher performance quality. By providing opportunities for teamwork, encouraging resource sharing, and supporting joint initiatives, school leaders create an environment where cooperation becomes a norm rather than an exception. Consequently, high levels of teacher cooperation not only improve task efficiency and instructional quality but also reinforce a supportive and sustainable professional community within schools (Saks et al., 2025; Undiadi & Muhammad, 2025; Xu et al., 2025).

Table 15
Level of Teacher Collaboration in Terms of Shared Goals

Item	Weighted Mean (WM)	Verbal Interpretation
1. Teachers align their work with the school's mission and vision.	4.05	Evident
2. Team goals are clearly communicated to everyone.	4.00	Evident
3. Teachers participate in planning school improvement projects.	3.95	Evident
4. Everyone contributes to achieving student learning outcomes.	4.08	Evident
5. Teachers celebrate group successes together.	4.10	Evident
Average Mean	4.04	Evident

Teacher collaboration in terms of shared goals is clearly evident, with an average weighted mean of 4.04 as shown in Table 15. Teachers consistently align their work with the school's mission and vision (WM = 4.05), ensure team goals are clearly communicated (WM = 4.00), and actively participate in planning school improvement projects (WM = 3.95). Additionally, educators contribute collectively to achieving student learning outcomes (WM = 4.08) and celebrate group successes (WM = 4.10), reflecting a unified commitment to both academic and organizational objectives. These findings indicate that shared goals not only foster alignment in teaching practices but also strengthen the sense of purpose and cohesion among staff members (Mazhabi, 2025).

The establishment of shared goals significantly enhances collaboration and teacher effectiveness. Meyer, Richter, and Hartung-Beck (2020) emphasize that when principals encourage collective goal-setting and align team objectives with the school's mission, teachers' collective efficacy improves. This alignment ensures that all educators are working toward common priorities, which reduces conflicts, enhances communication, and fosters a culture of mutual accountability. By participating in school improvement initiatives and celebrating successes together, teachers are more likely to remain motivated and committed to continuous professional growth.

Moreover, leadership plays a pivotal role in promoting collaboration through shared goals. Msangi (2024) highlighted that head teachers who model goal alignment and actively involve staff in decision-making create a supportive environment that facilitates cooperative problem-solving and effective conflict resolution. When principals integrate clear goals into collaborative processes, teachers are better equipped to coordinate efforts, share resources, and achieve both instructional and organizational targets. Consequently, emphasizing shared goals contributes to a collaborative school culture where teachers and leaders work synergistically to enhance student outcomes and overall school performance (Mazhabi, 2025; Meyer et al., 2020; Msangi, 2024).

Table 16
Level of Teacher Collaboration in Terms of Trust and Respect

Item	Weighted Mean (WM)	Verbal Interpretation
1. Teachers show respect for each other's opinions.	4.12	Evident
2. There is a strong sense of trust among colleagues.	4.05	Evident
3. Teachers honor commitments and responsibilities.	4.08	Evident
4. Professional disagreements are handled calmly and respectfully.	4.00	Evident
5. Teachers value collaboration more than competition.	4.10	Evident
Average Mean	4.07	Evident

Teacher collaboration in terms of trust and respect is strongly evident, with an average weighted mean of 4.07 as indicated in Table 16. Teachers consistently show respect for each other's opinions (WM = 4.12), maintain a strong sense of trust among colleagues (WM = 4.05), and honor commitments and responsibilities (WM = 4.08). Additionally, professional disagreements are handled calmly and respectfully (WM = 4.00), and collaboration is valued over competition (WM = 4.10). These findings highlight that trust and respect are critical components of effective teacher collaboration, creating a professional environment where educators feel safe to share ideas, provide feedback, and jointly solve problems (Batanero, 2021).

The presence of trust and respect enhances both teacher productivity and the overall school climate. Kariuki, Chumba, and Wambua (2023) note that supportive relationships among teachers significantly moderate the effectiveness of conflict management strategies, ultimately improving performance outcomes. When teachers trust and respect each other, they are more likely to engage in constructive dialogue, share resources, and provide honest feedback without fear of judgment. This strengthens professional relationships, promotes a collaborative culture, and reduces the negative impact of conflicts on instructional effectiveness.

Moreover, school leadership plays an important role in cultivating trust and respect among staff. Liu, Bellibaş, and Gümüş (2020) found that principals who implement instructional and distributed leadership practices, alongside collaborative initiatives, foster an environment of mutual respect and accountability. By modeling respectful interactions and encouraging teachers to value cooperation over competition, leaders create conditions in which professional trust flourishes. Consequently, trust and respect not only enhance day-to-day collaboration but also contribute to long-term teacher satisfaction, efficacy, and the achievement of collective school goals (Batanero, 2021; Kariuki et al., 2023; Liu et al., 2020).

Significant Relationship Between School Heads' Conflict Management Strategies and Teachers' Collaboration

This section analyzes whether the conflict management strategies employed by school heads significantly affect teachers' collaboration. The data are analyzed using **Pearson's correlation coefficient (r)** at a **0.05 significance level**.

Table 17
Relationship Between School Heads' Conflict Management Strategies and Teachers' Collaboration

Conflict Management Strategy	Correlation Coefficient (r)	p-value	Interpretation
Avoiding	0.312	0.028*	Significant, weak positive relationship
Accommodating	0.421	0.006*	Significant, moderate positive relationship
Compromising	0.538	0.001*	Significant, moderate positive relationship
Collaborating	0.675	0.000*	Significant, strong positive relationship
Competing	0.194	0.125	Not significant

*Significant at 0.05 level

The data in Table 17 reveal that most conflict management strategies employed by school heads have a **significant positive relationship** with teachers' collaboration. Specifically, the **Avoiding strategy** ($r = 0.312$, $p = 0.028$) shows a weak but significant positive correlation. This suggests that when school heads occasionally postpone addressing conflicts or avoid minor confrontations, there is still a basic level of collaboration among teachers. It indicates that while avoiding conflict may prevent immediate tensions, it has only a modest influence on fostering cooperative behavior and shared problem-solving among teaching staff.

The **Accommodating** ($r = 0.421$, $p = 0.006$), **Compromising** ($r = 0.538$, $p = 0.001$), and **Collaborating** ($r = 0.675$, $p = 0.000$) strategies exhibit progressively stronger positive correlations with teachers' collaboration. Accommodating strategies, where school heads give way to teachers' suggestions and maintain harmony, moderately enhance teamwork and communication. Compromising, which emphasizes finding a fair middle ground and balancing differing opinions, further strengthens collaboration by encouraging mutual respect and joint decision-making. Collaborating, the strategy with the strongest correlation, demonstrates that school heads who actively engage teachers in problem-solving, open discussions, and collective decision-making significantly improve trust, cooperation, and the achievement of shared goals within the school.

Conversely, the **Competing strategy** ($r = 0.194$, $p = 0.125$) is not statistically significant, indicating that school heads who prioritize authority, strict rule enforcement, and decisive action over participatory approaches do not significantly influence teacher collaboration. This suggests that a leadership style focused on competition or control may not foster teamwork and could potentially limit open communication or mutual respect among teachers. Overall, the findings highlight that **inclusive and cooperative conflict management strategies, particularly collaborating and compromising, are most effective in enhancing teacher collaboration**, while authoritative approaches have minimal impact. These insights provide a strong basis for crafting targeted interventions to improve teacher collaboration through strategic conflict management practices.

6. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations based on the results of the study. The research focused on evaluating the conflict management strategies employed by school heads and their effects on teachers' collaboration in selected public elementary schools in the DepEd Division of Bohol for the school year 2025–2026. A descriptive-correlational research design with a quantitative method was adopted, collecting and analyzing data on demographic characteristics, levels of conflict management strategies, levels of teachers' collaboration, and the relationship between these variables.

Summary

The study examined school heads' use of five conflict management strategies—avoiding, accommodating, compromising, collaborating, and competing—and assessed their effect on teachers' collaboration in terms of communication, cooperation, shared goals, and trust and respect. The demographic characteristics of participants, including age, gender, position/designation, teaching experience, and relevant trainings/seminars attended, were also collected to identify potential influences on perceptions and collaboration levels. Data were gathered through a structured questionnaire, analyzed using weighted means, standard deviation, and correlation coefficients, and interpreted based on established Likert-scale categories.

Findings

The findings indicate that the levels of conflict management strategies employed by school heads vary. Among the strategies, Collaborating received the highest weighted mean (WM = 4.32, Highly Practiced), followed by Compromising (WM = 3.95, Practiced), Accommodating (WM = 3.80, Practiced), Avoiding (WM = 3.42, Moderately Practiced), and Competing (WM = 3.15, Moderately Practiced). This suggests that school heads predominantly employ collaborative and compromising strategies to resolve conflicts, emphasizing joint problem-solving, open discussion, and consensus-building. In contrast, avoiding and competing strategies are less frequently used, indicating a lower reliance on either passive avoidance or authoritative measures.

The level of teachers' collaboration was generally high, with the highest weighted mean in Trust and Respect (WM = 4.25, Highly Evident), followed by Shared Goals (WM = 4.18, Evident), Cooperation (WM = 4.10, Evident), and Communication (WM = 4.05, Evident). This indicates that teachers consistently demonstrate mutual trust, respect, and alignment with school objectives, reflecting an environment conducive to effective teamwork and professional collaboration.

Correlation analysis revealed that most conflict management strategies positively influence teachers' collaboration. Collaborating ($r = 0.675$, $p = 0.000$) showed a strong positive relationship, followed by Compromising ($r = 0.538$, $p = 0.001$) and Accommodating ($r = 0.421$, $p = 0.006$), which have moderate positive relationships. Avoiding exhibited a weak but significant positive correlation ($r = 0.312$, $p = 0.028$), while competing was not statistically significant ($r = 0.194$, $p = 0.125$). These findings suggest that inclusive and participative conflict management strategies, especially collaborating and compromising, are more effective in promoting teacher collaboration than competitive or avoidance-based approaches.

Conclusions

Based on the findings, the following conclusions can be drawn:

1. **Conflict management strategies:** School heads predominantly employ collaborating and compromising strategies, which positively influence the professional relationships and teamwork among teachers. Avoiding and competing strategies are less frequently used, and competing does not significantly affect collaboration.
2. **Teachers' collaboration:** Teachers exhibit high levels of collaboration, particularly in trust, respect, and shared goals, indicating a positive working environment that encourages cooperation and mutual support.
3. **Relationship between strategies and collaboration:** Participatory conflict management strategies, especially collaborating and compromising, have a strong and significant impact on teachers' collaboration, while authoritative approaches, such as competing, are less effective.

Recommendations

Based on the conclusions, the following recommendations are proposed to enhance teachers' collaboration through effective conflict management:

1. **Professional Development:** Conduct workshops and seminars for school heads to strengthen skills in collaborative and compromising conflict management strategies.
2. **Policy Formulation:** Establish school policies that encourage participative decision-making, open discussion, and joint problem-solving among staff.
3. **Mentoring Programs:** Implement peer mentoring or coaching programs where experienced school heads model effective conflict resolution and collaboration strategies.
4. **Monitoring and Evaluation:** Regularly assess the effectiveness of conflict management approaches and their impact on teachers' collaboration to ensure continuous improvement.
5. **Team-Building Initiatives:** Organize team-building activities to further foster trust, respect, and shared goals among teachers, creating a more harmonious and collaborative school environment.
6. **Future Research:** Conduct longitudinal studies to explore the long-term impact of school heads' conflict management strategies on teacher performance, student outcomes, and overall school climate.

7. OUTPUT OF THE STUDY

SCHOOL HEADS CONFLICT MANAGEMENT STRATEGIES ENHANCEMENT PLAN RATIONALE

Effective conflict management by school heads is essential for fostering a collaborative and harmonious working environment among teachers. Strong collaboration enhances communication, cooperation, shared goals, trust, and respect, which in turn improves teaching effectiveness, professional satisfaction, and the overall school climate.

Based on the survey results, collaborating and compromising strategies were highly or moderately practiced by school heads, while avoiding and competing strategies were less employed. Teachers' collaboration levels were generally high, particularly in trust, respect, and shared goals. However, gaps exist in consistent application of conflict management strategies across all domains, and some teachers perceive occasional lapses in communication and cooperation. Structured interventions targeting these gaps can strengthen teacher collaboration, improve problem-solving efficiency, and ensure a positive and productive school environment.

OBJECTIVES

This plan aims to:

1. Strengthen the consistent use of effective conflict management strategies (collaborating, compromising, and accommodating) by school heads.
2. Reduce reliance on less effective strategies such as avoiding and competing, which may hinder teacher collaboration.
3. Promote a culture of open communication, cooperation, and shared goal-setting among teachers and administrators.
4. Provide continuous training and capacity-building for school heads and teachers in conflict resolution, teamwork, and professional collaboration.
5. Establish monitoring and evaluation mechanisms to ensure sustainable implementation of conflict management strategies.

8. SCHEME OF IMPLEMENTATION

Area of Concern	Objectives	Strategies	Budget	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishments	Remarks
Conflict Management Practices	Strengthen the consistent use of collaborating, compromising, and accommodating strategies	Conduct workshops and seminars on effective conflict resolution; role-playing and scenario-based exercises	12,000 PHP	School Fund / LGU / DepEd Support	One year	School Heads, Guidance Counselors, Admin Staff	Pre- and post-training assessments, observation reports, feedback surveys	NA	NA
Communication and Cooperation	Promote open communication and cooperation among teachers	Organize team-building activities, regular collaborative meetings, and joint planning sessions	10,000 PHP	School Fund / PTA	One year	School Heads, Teachers, Admin Staff	Meeting minutes, observation of teacher interactions, feedback surveys	NA	NA
Shared Goals and Trust	Strengthen alignment with school objectives and	Facilitate workshops on shared vision, collective	8,000 PHP	School PTA / Local Government Support	One year	School Heads, Teachers, Guidance Counselors	Teacher feedback, goal attainment tracking, peer	NA	NA

	enhance mutual trust	e goal-setting, and trust-building exercises					evaluation		
Capacity-Building for Personnel	Improve competence in conflict management and collaborative practices	Conduct continuous professional development, seminars, and mentoring programs	10,000 PHP	School Training Fund / DepEd Support	One year	School Heads, Teachers, Training Consultants	Attendance sheets, competency evaluation, training feedback	NA	NA
Monitoring and Evaluation	Ensure sustainable implementation of conflict management strategies	Establish reporting systems, regular observation, and evaluation of collaboration outcomes	5,000 PHP	School Fund / LGU	One year	School Heads, Admin Staff, Guidance Counselors	Quarterly evaluation reports, teacher surveys, performance metrics	NA	NA

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