

Influence of School Heads' Conflict Management Styles to Teachers' Attributes and Parental Involvement in the Division of Lucena City; Basis for Intervention Program

Glydel Eveth T. Enriquez ¹, Noel R. Palomares ²

¹ Department of Education, ² Marinduque State University

¹ glydeleveth.enriquez@deped.gov.ph, ² palomaresnoel9@gmail.com

Article Details:

Received: 13 March 2026

Revised: 16 March 2026

Accepted: 19 March 2026

Published: 22 March 2026

Corresponding Email:

glydeleveth.enriquez@deped.gov.ph

Recommended Citation:

Enriquez, G. T., Palomares, N. R. (2026). Influence of School Heads' Conflict Management Styles to Teachers' Attributes and Parental Involvement in the Division of Lucena City; Basis for Intervention Program. *The International Review of Multidisciplinary Research*. 1 (3), 290-308. <https://doi.org/10.5281/zenodo.19159140>

Index Terms:

teachers, education, conflict management styles, attributes, parental involvement, intervention program

Abstract. This study examined the influence of school heads' conflict management styles on teachers' attributes and parental involvement in selected public elementary schools in the Division of Lucena City. It aimed to determine the prevailing conflict management styles, their effects on teacher motivation, professionalism, job satisfaction, and performance, as well as parental engagement in school activities. Using a descriptive-correlational design, the research utilized an adapted survey questionnaire administered to school heads and teachers during the first quarter of the 2025–2026 school year. Statistical tools such as mean, frequency, percentage, standard deviation, and regression analysis were employed for data analysis. Findings revealed that the collaborating and compromising styles were the most frequently practiced approaches among school heads, promoting open communication, professionalism, and active parental participation. Using regression analysis, the findings revealed a significant positive relationship between conflict management and teachers' attributes ($R = .320$, $R^2 = .102$, $B = .353$, $p < .001$) and parental involvement ($R = .577$, $R^2 = .333$, $B = .433$, $p < .001$). These results indicate that effective conflict management by school heads enhances teacher performance and fosters stronger collaboration with parents. Based on the findings, it is recommended that school heads engage in professional development and training to strengthen their conflict management skills, thereby promoting a more harmonious school environment and encouraging active parental participation. An intervention program focusing on collaborative leadership, empathetic communication, and professional development was proposed to enhance school leadership and conflict resolution practices.

Introduction

Conflict is a natural phenomenon in social organizations due to the constant interaction among individuals. It is prevalent in both public and private spheres and is thus considered an unavoidable component of human activity. In school settings, conflicts often arise between administrators and subordinates due to incompatibility between organizational goals and employees' self-interests. If left unaddressed, such conflicts hinder the smooth functioning of schools and negatively affect teachers' professional commitment and development. Mishandled conflict can cause workplace tension and poor performance, whereas effective conflict management can foster innovation and learning. Research has demonstrated that when managed well, conflict is essential to organizational effectiveness and developing a positive work environment. Conflicts in public schools are multifaceted, involving various stakeholders such as teachers, students, parents, and administrators. These may stem from interpersonal disagreements, resource allocation, cultural differences, or policy-related issues. According to the Department of Education (DepEd), as cited by Cerado (2020), there has been an increase in school-based conflicts attributed to unresolved issues and the lack of structured conflict resolution training for school leaders. In many instances, ad-hoc solutions fail to resolve the root causes of disputes, thus exacerbating existing tensions.

Conflict management styles adopted by school heads significantly affect teacher motivation, job satisfaction, and performance. For instance, Fernandez and Unico (2022) found that compromising styles improved teacher satisfaction in Bulacan, while collaborative approaches yielded mixed results. In Misamis Oriental, transformational and instructional leadership positively correlated with job satisfaction concerning the work environment and collegial relationships (Paalan and Nabua, 2021). Similarly, Dakay and Morgia (2023) observed that strategic leadership and effective resource management in Agusan del Sur contributed to a supportive school climate and high teacher satisfaction.

Teacher motivation is closely tied to the quality of school leadership and the management of conflicts. Studies show that supportive and conflict-competent leaders foster teachers' motivation, job satisfaction, and professional commitment (Lussier and Achua, 2019). Conversely, poor conflict management increases stress and reduces teaching effectiveness (Johnson and Stevens, 2020). Since teachers are central to student learning outcomes, their morale and performance have far-reaching implications for educational quality. School conflicts involving parents are particularly impactful. Sannadan et al. (2020) reported that issues such as violence and administrative negligence led to heightened parental involvement, indicating that conflict could drive engagement if addressed appropriately. Callo and Maranan (2021) demonstrated that effective leadership promoting a positive school climate enhances parental participation in education. Villanueva and Moleño (2022) also found that dominating and compromising conflict styles improved school climate and parental involvement in Davao Occidental. Transparent communication and collaboration with parents strengthen community ties and encourage supportive learning environments (Calo, 2020).

The Department of Education is encouraged to implement structured training programs in conflict management for school leaders across various contexts. Flora (2002) emphasized that managing conflict is essential for minimizing its negative impacts. School heads must adopt appropriate strategies to handle disputes among teachers, students, and parents. A continuous professional development program focusing on conflict resolution is necessary for sustaining positive school environments. As an elementary teacher under the Schools Division Office of Lucena City, the researcher recognizes the urgency of improving school conflict management. Motivated by a commitment to enhance educational leadership and school climate, this study examines the effects of school heads' conflict management styles on teacher motivation, job satisfaction, performance, and parental involvement. With a solid academic background in education and ongoing graduate studies in Educational Management, combined with practical experience, the researcher is well-positioned to conduct this investigation.

Although several studies have explored the impact of conflict management on educational leadership and school climate, there remains a gap in understanding its specific effects in public elementary schools, particularly within Lucena City. Most existing literature focuses on secondary or higher education contexts. By addressing this gap, the research seeks to inform evidence-based practices and policymaking to strengthen school leadership, teacher effectiveness, and parental engagement in elementary education.

Research Questions

This study aims to assess the influence of school heads conflict management styles to teachers attributes and parental involvement in the Division of Lucena City: Basis for Intervention Program. Specifically, this study will seek to answer the following questions:

Specifically, this study aimed to answer the following questions:

1. What is the level of practice on conflict management styles of school heads in terms of:
 - 1.1 collaborating;
 - 1.2 competing;
 - 1.3 avoiding;
 - 1.4 accommodating; and
 - 1.5 compromising?
2. How are teachers' attributes described in terms of:
 - 2.1 motivation;
 - 2.2 professionalism;
 - 2.3 job satisfaction; and
 - 2.4 job performance?
3. How is parental involvement described in terms of:
 - 3.1 communication;
 - 3.2 decision-making process; and
 - 3.3 conflict resolution strategies?

4. Are school heads' conflict management styles statistically significant in influencing teachers' attributes and parental involvement?
5. What challenges do school heads encounter in managing conflict, and what strategies do they use to address them?
6. Based on the findings of the study, what intervention program could be developed by the researcher?

Methodology

Research Design

This study employed a descriptive-correlational research design that is appropriate for investigating the influence of school heads' conflict management styles on critical factors such as teachers' motivation, professionalism, job satisfaction, job performance, and parental involvement. This framework enables a thorough examination of the current strategies employed by school leaders in managing conflict. By systematically collecting and analyzing data on these strategies, researchers identified prevalent practices and evaluated their significant effects on both teachers and parents. This approach provided a deep understanding of the school environment and the vital connection between leadership practices and stakeholder engagement. As Creswell and Creswell (2018) assert, this design is highly effective for studies that describe and assess relationships among variables without inferring causality. Similarly, Fraenkel and Wallen (2019) emphasize that correlational research is the ideal method for examining the degree of association between variables in educational contexts. By integrating both descriptive and correlational elements, this research provided critical insights into how leadership styles shape teacher motivation, commitment, satisfaction, performance, and parental involvement, ultimately informing policy and practice in educational institutions. By employing this design, the study provided an overview of how school leadership styles were associated with teacher well-being and effectiveness in their roles, without attempting to manipulate the leadership behavior or intervene in the school environment. This approach is practical and ethical for educational settings where experimental manipulation is often not feasible.

Respondent /Participants

The respondents of this study consisted of elementary school heads and teachers from selected public elementary schools in the Division of Lucena City. The total population of the division includes forty-four (44) school heads and one thousand two hundred forty-two (1,242) elementary school teachers. From this population, a sample of twelve (12) public elementary schools was selected, representing the four districts North, East, West, and South, and encompassing schools classified as small, medium, and large. From the selected schools, twelve (12) school heads and three hundred eighty-five (349) elementary school teachers served as respondents. Specifically, the North District included three (3) schools with 92 teachers, the East District had three (3) schools with 74 teachers, the West District comprised three (3) schools with 99 teachers, and the South District included three (3) schools with 84 teachers.

The inclusion of schools from different districts and varying sizes ensured a more comprehensive representation of the population in the Division of Lucena City. The sample size was deemed sufficient to provide reliable data for analysis while maintaining manageability for the researcher. By including both school heads and teachers, the study was able to gather perspectives from leaders and subordinates, which is crucial in examining the influence of school heads' conflict management styles on teachers' attributes and parental involvement.

Instrument of the Study

The study utilized a survey questionnaire as the primary research instrument to assess the effect of conflict management styles of school heads on teachers' attributes and parental involvement. The instrument was adapted and modified from established frameworks on conflict management (Rahim, 2002), teacher attributes (Stronge, 2018), and parental involvement (Epstein, 2011) to ensure validity and reliability. The questionnaire was grouped into four (4) parts.

Procedure

To gather the data, the following procedures were done. The researcher sought approval from the Division of Lucena City Education Office and the respective schools. Consent forms were distributed to the teachers and school heads, ensuring confidentiality and voluntary participation. The questionnaires were distributed to teachers across selected schools. Teachers were given sufficient time to complete the surveys, with assistance available if needed. The survey was conducted in online formats to ensure accessibility. And lastly, data collected from the questionnaires and interviews was compiled and prepared for analysis.

Data Analysis

The data gathered in the study were analyzed and interpreted using appropriate descriptive and inferential statistical tools. Descriptive statistics such as frequency distribution, mean, and percentage were used to describe the respondents' perceptions and responses regarding conflict management styles of school heads, teachers' attributes and parental involvement. A five-point Likert scale was utilized to interpret the responses for each variable. Conflict management styles were measured in terms of the extent to which levels were practiced, mental health status was assessed based on the degree of agreement with mental health-related statements, and job performance was evaluated according to the frequency with which performance indicators were observed. Each scale was supported by corresponding verbal interpretations and qualitative descriptions to ensure clarity and consistency in data interpretation. To determine the influence of school heads' conflict management styles on teachers' attributes and parental involvement, Regression Analysis was employed. Furthermore, Correlation Analysis was used to examine the relationship between teachers' attributes status and parental involvement. These statistical treatments provided a systematic and comprehensive basis for analyzing the data and drawing valid conclusions relevant to the objectives of the study.

Ethical Considerations

Prior to the conduct of the study, the researcher sought formal permission from the school head to allow the administration of the research within their respective institutions. Likewise, the voluntary participation of teachers as respondents was obtained with their informed consent. No respondent was compelled to take part, and they were given the freedom to decline or withdraw from the study at any point without any consequences. The researcher fully respected the rights, safety, and confidentiality of all participants. The objectives and purpose of the study were clearly explained to ensure informed participation. All information and responses provided were handled with the utmost confidentiality and were secured using appropriate protective measures to prevent unauthorized access. Moreover, potential risks associated with participation were carefully considered. The study was designed to avoid causing physical, psychological, social, or professional harm to the respondents. The overall welfare and dignity of the participants remained the highest priority throughout the research process. The researcher also declared that she has no financial, personal, or professional conflict of interest that may influence the conduct, analysis, or reporting of this study entitled "Influence of School Heads' Conflict Management Styles to Teachers' Attributes and Parental Involvement in the Division of Lucena City: Basis for Intervention".

This research was conducted solely for academic purposes as part of the requirements for graduate study. The researcher affirmed that the study was carried out objectively and ethically, without any intention to favor or prejudice any individual, group, or institution involved. Should any potential conflict of interest arise during the course of the study, the researcher commits to immediately disclose it to the appropriate authority.

Results and Discussion

Part I. Level of Practice on the Conflict Management Styles of School Heads

Indicators	<i>M</i>	<i>SD</i>	<i>VI</i>
Collaborating			
1. Investigate issues with subordinates to find mutually acceptable solutions.	4.56	0.67	VHLP
2. Integrate personal ideas with those of subordinates to reach joint decisions.	4.57	0.62	VHLP
3. Work collaboratively with subordinates to find solutions satisfying mutual expectations.	4.13	1.12	HLP
4. Exchange accurate information with subordinates to solve problems collectively.	3.62	1.23	MLP
5. Encourage open discussion of concerns to resolve issues optimally.	4.35	0.81	VHLP
6. Collaborate with subordinates to develop decisions acceptable to all parties.	4.45	0.73	VHLP
7. Engage with subordinates to achieve a proper understanding of problems.	4.45	0.73	VHLP
Composite mean	4.31	0.84	VHLP
Competing			
1. Utilize influence to have personal ideas accepted.	2.11	0.95	LLP
2. Exercise authority to make decisions favoring personal outcome.	1.76	0.96	VLLP
3. Apply expertise to make decisions favoring personal interests.	2.39	0.97	LLP
4. Maintain firmness in pursuing personal positions on issues.	2.86	1.26	MLP
5. Employ power to prevail in competitive situations.	2.43	1.41	LLP
Composite Mean	2.31	1.11	VHLP

Avoiding

1. Avoid being placed in challenging situations by keeping conflicts with subordinates private.	3.28	0.83	MLP
2. Refrain from open discussions about differences with subordinates.	3.40	0.94	MLP
3. Steer clear of disagreements with subordinates.	3.00	1.27	MLP
4. Evade encounters with subordinates during conflicts.	3.49	0.88	HLP
5. Keep disagreements with subordinates private to prevent hard feelings.	3.21	1.06	MLP
6. Avoid unpleasant exchanges with subordinates.	3.20	0.84	MLP
Composite mean	3.26	0.97	MLP
Accommodating			
1. Strive to satisfy the needs of subordinates.	4.48	0.72	VHLP
2. Accommodate the wishes of subordinates.	4.40	0.72	VHLP
3. Yield to the preferences of subordinates.	3.73	1.20	HLP
4. Allow concessions to subordinates.	3.35	1.35	MLP
5. Agree with suggestions proposed by subordinates.	4.42	0.80	VHLP
6. Aim to meet the expectations of subordinates.	3.66	1.29	MLP
Composite mean	4.01	1.01	HLP
Compromising			
1. Seek middle-ground solutions to resolve impasses.	4.02	0.75	HLP
2. Propose compromises to break deadlocks.	4.38	0.79	VHLP
3. Negotiate with subordinates to reach mutually-acceptable compromises.	4.42	0.77	VHLP
4. Employ "give and take" strategies to achieve compromises.	4.34	0.78	VHLP
Composite mean	4.29	0.77	VHLP
Grand mean	3.36	0.94	HLP

Table 1. Level of Practice on the Conflict Management Styles of School Heads

Table 1 presents consolidated results on school heads' conflict management practices, with an overall mean of 3.36 (high level of practice), indicating that school heads in the Schools Division of Lucena City generally demonstrate effective and constructive approaches to conflict management. Among the five styles assessed, collaborating recorded the highest composite mean of 4.31 (very high level of practice), showing that school heads frequently engage their subordinates in open discussions, integrate ideas to reach joint decisions, and investigate concerns collectively. High ratings on indicators such as integrating personal and subordinates' ideas (Mean = 4.57, very high level of practice) and jointly examining issues (Mean = 4.56, very high level of practice) reflect strong inclusivity and shared problem-solving. This is supported by Rahim (2011), who emphasized that collaborative strategies lead to sustainable resolutions by addressing the needs of all parties. Likewise, Fisher and Ury's (1981) interest-based negotiation principle clarified that collaboration fosters win-win outcomes and stronger professional relationships. Similar findings by De Guzman et al. (2024), Ramos (2023), Kalai and Njiru (2022), and Pastrana et al. (2021) showed that collaborative leadership improves teacher morale, enhances collegial relationships, and supports organizational harmony.

The compromising style ranked second with a composite mean of 4.29 (very high level of practice), indicating that school heads frequently use negotiation and mutual concessions to resolve disagreements. High means on negotiating mutually acceptable compromises (Mean = 4.42, very high level of practice) and proposing compromises to break deadlocks (Mean = 4.38, very high level of practice) demonstrate a commitment to fairness and balanced decision-making. These results align with the findings of Marquez (2023), Chandolia and Anastasiou (2020), Mangulabnan et al. (2022), and Yilmaz and Gumuşeli (2024), who reported that compromise supports harmonious school relationships, improves performance, and strengthens trust between teachers and administrators.

The accommodating style, with a composite mean of 4.01 (high level of practice), shows that school heads often prioritize the welfare, wishes, and expectations of their subordinates to maintain positive working relationships. Very high means were recorded for striving to satisfy subordinates' needs (Mean = 4.48, very high level of practice) and accommodating their wishes (Mean = 4.40, very high level of practice). Such practices reflect a supportive leadership approach aligned with Marquez (2023), Chandolia and Anastasiou (2020), and Mangulabnan et al. (2022), who found that accommodating behaviors help maintain collegiality and strengthen morale. Yilmaz and Gumuşeli (2024) further emphasized that accommodating enhances trust between teachers and school administrators.

In contrast, the avoiding style yielded a composite mean of 3.26 (moderate level of practice), suggesting that school heads sometimes sidestep conflict by keeping disagreements private, avoiding open discussion, or distancing themselves from tense encounters. The highest-rated avoiding indicator—evading encounters during conflicts (Mean = 3.49, high level of practice) shows that avoidance is used to de-escalate tension or postpone confrontation when necessary. This practice

mirrors findings from Marquez (2023), Chandolia and Anastasiou (2020), Mangulabnan et al. (2022), and Yilmaz and Gumuşeli (2024), who explained that while avoidance can preserve short-term harmony, its overuse may leave issues unresolved and limit organizational effectiveness.

Meanwhile, the competing style registered the lowest composite mean of 2.31 (low level of practice), indicating that school heads rarely use authority, power, or assertiveness to impose decisions. The lowest mean was recorded for exercising authority for personal outcomes (Mean = 1.76, low level of practice), showing that school heads avoid self-serving or dominating behaviors. Even the highest competing indicator maintaining firmness in personal positions (M = 2.86) still falls within the moderate range, suggesting competition is used only when necessary. These results correspond with the findings of Chandolia and Anastasiou (2020), Mangulabnan et al. (2022), Illescas and Perez (2020), Yilmaz and Gumuşeli (2024), and Marquez (2023), who collectively concluded that competing or dominating styles often reduce morale, weaken commitment, and create tension in school settings.

Overall, the integrated findings show that school heads in the public elementary schools in the Schools Division of Lucena City predominantly employ collaborating, compromising, and accommodating approaches styles associated with positive relationships, participative decision-making, and harmonious work environments. The moderate use of avoiding and minimal use of competing reflect discretion and a shift away from authoritarian leadership toward more democratic and relational practices. These patterns support the conclusions of Naseem (2024), who found that collaborating styles strongly correlate with improved academic achievement; Farooqi et al. (2023), who reported that integrating and accommodating styles positively influence teacher performance; and Pacardo (2024), whose research showed that collaborating and compromising are fully implemented in Philippine private schools and significantly enhance organizational performance. Collectively, these studies affirm that the conflict management practices of school heads in the Schools Division of Lucena City align with contemporary, research-supported leadership approaches that emphasize cooperation, shared responsibility, and constructive problem-solving.

Part II. Teachers' Attributes

Indicators	<i>M</i>	<i>SD</i>	<i>VI</i>
Motivation			
1. I feel a strong sense of purpose in my role as a teacher.	4.42	0.67	VHLI
2. I enjoy teaching because it gives me personal fulfillment.	4.17	1.05	HLI
3. I seek opportunities to improve my teaching skills.	3.99	1.11	HLI
4. I remain motivated to teach even when faced with challenges.	3.86	1.10	HLI
5. The success of my students motivates me to perform better.	4.38	0.63	VHLI
6. I take pride in my ability to influence students' learning positively.	4.12	1.09	HLI
7. My passion for teaching keeps me engaged and committed.	4.18	1.10	HLI
Composite mean	4.16	0.96	HLI
Professionalism			
1. I am dedicated to my profession and plan to continue teaching long-term.	4.31	0.64	VHLI
2. I actively participate in professional development activities.	4.36	0.63	VHLI
3. I go beyond my assigned duties to support my students.	4.07	1.09	HLI
4. I take pride in my identity as an educator.	4.05	1.11	HLI
5. I actively seek new knowledge and skills to enhance my teaching.	4.37	0.63	VHLI
6. I am committed to improving the quality of education in my school.	3.78	1.46	HLI
7. I uphold ethical standards and professional conduct in my teaching practice.	3.78	1.32	HLI
Composite mean	4.10	0.98	HLI
Job Satisfaction			
1. I am satisfied with my current salary and benefits.	4.26	0.92	VHLI
2. I feel valued and appreciated by my school administration.	4.18	1.02	HLI
3. My work environment positively affects my job satisfaction.	3.98	1.24	HLI
4. I have supportive colleagues and positive relationships in the workplace.	3.94	1.22	HLI
5. My job provides me with a sense of stability and security.	4.29	0.77	VHLI
6. I receive constructive feedback that helps me grow professionally.	4.14	0.98	HLI
7. I feel fulfilled by my students' progress and achievements.	3.97	1.32	HLI
Composite mean	4.11	1.07	HLI
Job Performance			
1. I effectively plan and deliver lessons that engage students.	3.76	0.83	HLI
2. I use different teaching strategies to accommodate diverse learners.	4.09	0.84	HLI
3. I maintain classroom discipline and create a conducive learning environment.	3.71	0.82	HLI

4. I regularly assess students' progress and adjust my teaching accordingly.	3.97	0.86	HLI
5. I provide timely feedback to students to support their learning.	4.21	0.66	VHLI
6. I integrate technology and innovative methods into my teaching.	4.21	0.64	VHLI
7. My students demonstrate consistent academic improvement under my instruction.	4.33	0.69	VHLI
Composite mean	4.06	0.76	HLI
Grand mean	4.11	0.94	HLI

Table 2. Teachers' Attributes

Table 2 indicates that the conflict management styles employed by school heads exert a substantial and consistently positive influence on teachers' professional experiences, as evidenced by a grand mean of 4.11 (high level of influence). Teachers' report being highly motivated (Mean = 4.16, high level of influence), especially in terms of having a clear sense of purpose in their work (Mean = 4.42, very high level of influence) and drawing motivation from their students' academic achievements (Mean = 4.38, very high level of influence). These findings suggest that when school heads address conflicts constructively using approaches that emphasize fairness, communication, and collaboration they foster an environment in which teachers feel inspired, valued, and emotionally invested in their roles. This aligns with Heenan et al. (2023) and Yalcinkaya et al. (2021), who both demonstrated that leadership practices grounded in strong communication and collaborative problem-solving significantly enhance teachers' intrinsic motivation, engagement, and long-term commitment to the profession.

Teachers also report high levels of professionalism (Mean = 4.10, high level of influence), as reflected in their consistent participation in professional development activities (Mean = 4.36, very high level of influence) and their proactive pursuit of new knowledge and teaching strategies (Mean = 4.37, very high level of influence). These results imply that school heads who manage conflicts openly and with integrity foster a professional climate that encourages continuous learning, ethical conduct, and collaboration among teachers. This interpretation is supported by the findings of Atasoy et al. (2023) and Al-Mahdy and Emam (2022), who highlighted that conflict resolution practices grounded in fairness and respect strengthen teacher professionalism by fostering trust, cooperation, and a sense of collective responsibility within the school.

Job satisfaction is similarly high (Mean = 4.11, high level of influence). Teachers report strong satisfaction with their salaries and benefits (Mean = 4.26, very high level of influence) and a sense of role stability (Mean = 4.29, very high level of influence), indicating that effective leadership not only resolves conflict but also contributes to a secure and supportive work environment. Additionally, teachers feel appreciated by school administrators (Mean = 4.18, high level of influence) and benefit from the constructive feedback provided by leadership (Mean = 4.14, high level of influence). These elements contribute to a positive organizational climate where teachers feel emotionally supported and professionally affirmed. This is consistent with Ghavifekr and Pillai (2016), who emphasized that a positive school climate often rooted in transparent and respectful conflict management plays a crucial role in sustaining teacher morale, reducing stress, and enhancing overall job satisfaction.

Teacher performance likewise demonstrates a high level of influence (Mean = 4.06, high level of influence), with particularly strong ratings in providing timely feedback (Mean = 4.21, very high level of influence), integrating technology and innovative instructional practices (Mean = 4.21, very high level of influence), and facilitating noticeable improvements in students' academic progress (Mean = 4.33, very high level of influence). These findings suggest that when school heads manage conflicts in ways that reduce tension, affirm teacher autonomy, and encourage open dialogue, teachers are better positioned to focus on instruction, adopt innovative teaching practices, and respond effectively to student needs. This aligns with the results of Mangulabnan et al. (2022), Sarwar et al. (2022), and Maxwell and Deo (2024), who each found that constructive conflict management and supportive leadership positively affect teacher performance, instructional quality, and professional engagement.

Taken together, the high mean scores across the four domains—motivation, professionalism, job satisfaction, and performance indicate that teachers regard their school heads' conflict management strategies as vital to both their personal well-being and professional growth. These results reinforce the conclusions of Farooqi et al. (2023), Ademola et al. (2023), and Pangilinan and Cerado (2025), who consistently reported that principals with strong conflict resolution capabilities significantly enhance teacher morale, workplace satisfaction, and instructional effectiveness. Overall, the findings underscore the importance of relationship-oriented, transparent, and collaborative conflict management in fostering a positive school environment where teachers feel motivated, professionally supported, and empowered to provide high-quality instruction.

Part III. Parental Involvement

Indicators	<i>M</i>	<i>SD</i>	VI
Communication			
1. The school head regularly communicates important school matters to parents.	4.56	0.67	VHLI
2. Parents are informed promptly about their children's academic progress.	4.57	0.62	VHLI
3. There are established channels for parents to express concerns or suggestions.	4.14	1.12	HLI
4. The school head is approachable and open to discussions with parents.	3.63	1.21	HLI
5. The school provides timely updates on events and changes affecting students.	4.34	0.83	VHLI
6. Communication from the school is clear and easy to understand.	4.36	0.84	VHLI
7. The school utilizes multiple channels (e.g., email, SMS, meetings) to communicate with parents.	4.02	0.94	HLI
8. Feedback from parents is acknowledged and addressed by the school head.	4.06	0.92	HLI
9. The school head proactively reaches out to parents to discuss concerns.	4.09	0.90	HLI
10. There is a system in place for parents to provide anonymous feedback.	4.41	0.77	VHLI
Composite mean	4.22	0.88	VHLI
Decision-Making Process			
1. Parents are invited to participate in school policy development.	3.50	1.27	HLI
2. The school head considers parental input when making significant decisions.	3.54	1.12	HLI
3. There are opportunities for parents to be part of school committees or boards.	3.26	1.23	MLI
4. Feedback from parents leads to tangible changes in school practices.	3.02	1.30	MLI
5. Parents are involved in setting goals for school improvement plans.	3.37	1.26	MLI
6. The school head seeks parental input before implementing new policies.	3.10	1.28	MLI
7. Parents have representation in school governance committees.	3.32	1.13	MLI
8. The school provides training or orientation for parents to participate effectively in decision-making.	3.31	1.30	MLI
9. There is transparency in how decisions are made and communicated to parents.	3.36	1.52	MLI
10. Parents feel empowered to influence decisions that affect their children's education.	3.81	1.05	HLI
Composite mean	3.36	1.25	MLI
Conflict Resolution Strategies			
1. Engage all parties to collaboratively find solutions.	4.01	0.84	HLI
2. Listen actively to understand different perspectives before acting.	4.22	0.87	VHLI
3. Impose decisions without seeking input from others.	4.05	0.86	HLI
4. Defers addressing conflicts, hoping they resolve over time.	4.15	0.85	HLI
5. Seeks compromises that acknowledge each party's concerns.	4.17	0.89	HLI
6. Conflict addresses conflict promptly to prevent escalation.	4.15	0.90	HLI
7. Maintains neutrality and fairness when mediating disputes.	4.13	0.82	HLI
8. Encourages mutual respect among conflicting parties.	3.85	0.90	HLI
9. Following up with involved parties after conflict resolution to ensure satisfaction.	3.96	0.95	HLI
10. Implement restorative practices to rebuild relationships post-conflict.	4.06	0.91	HLI
Composite mean	4.08	0.88	HLI
Grand mean	3.89	1.00	HLI

Table 3. Parental Involvement

Table 3 shows that school heads' conflict management styles exert a substantial influence on parental involvement across communication, decision-making, and conflict resolution practices, as reflected in an overall mean of 3.89 (high level of influence). Communication emerges as the strongest dimension, with a composite mean of 4.22 (very high level of influence), which indicates that parents perceive school heads' conflict management styles as playing a vital role in promoting openness, clarity, and responsiveness in school-home interactions. Very high ratings for promptly informing parents of academic progress (Mean = 4.57, very high level of influence) and regularly communicating important school matters (Mean = 4.56, very high level of influence) indicate that school heads' proactive behavior—often associated with collaborative and transparent conflict management—substantially contributes to maintaining informed and engaged parents. Likewise, clear communication (Mean = 4.36, very high level of influence), timely updates (Mean = 4.34, very high level of influence), and the availability of anonymous feedback systems (Mean = 4.41, very high level of influence) further reinforce that parents benefit from school heads who prioritize multi-channel, accessible, and consistent communication systems. High but slightly lower scores for parent approachability (Mean = 3.63, moderate level of influence) and acknowledgement of feedback (Mean = 4.06, high level of influence) indicate that, although communication is strong overall,

strengthening two-way dialogue remains an area for growth. These patterns closely reflect findings from Ang and Spencer (2022), who emphasized that transparent communication and respectful dialogue with parents cultivate trust and cooperation, and from Smith (2021), who found that approachable leadership directly enhances family engagement. Similarly, Griffin (2020) reported that parents participate more actively in school initiatives when leaders communicate clearly, respond promptly, and manage interactions openly behaviors that mirror the high communication scores shown in the table.

While communication shows a very strong influence, parental involvement in the decision-making process demonstrates only a moderate level of influence, with a composite mean of 3.36, suggesting inconsistency in how school heads' conflict-management styles translate into shared governance. Parents generally feel empowered to influence decisions (Mean = 3.81, high level of influence) and report that their input is considered in significant matters (Mean = 3.54, high level of influence), indicating that school heads practice some degree of participatory leadership. However, most indicators fall within moderate levels—such as inclusion in committees (Mean = 3.26, moderate level of influence), representation in governance (Mean = 3.32, moderate level of influence), and feedback leading to actual changes (Mean = 3.02, moderate level of influence) implying that while consultation occurs, deeper involvement in formal decision-making structures is limited. Transparency in decisions (M = 3.36) and parent training for governance roles (Mean = 3.31, moderate level of influence) also show modest influence, highlighting that schools rarely prepare or empower parents to participate meaningfully in policy discussions. These findings align with Durisic and Bunjevac (2017), who emphasized that meaningful parental involvement in decision-making strengthens trust, mutual respect, and educational partnerships. However, similar to the moderate results in Table 7, they noted that many schools struggle to move beyond consultation toward genuine shared decision-making. This pattern is also echoed in studies by Ma and Muhammad (2025) and Barth and Tsemach (2023), who found that while communication often flourishes, parents' actual participation in governance remains underdeveloped, frequently hindered by structural, cultural, or informational barriers. Thus, despite school heads' conflict-sensitive leadership, achieving authentic parental empowerment in school decisions requires a more deliberate and inclusive approach.

Regarding parents' perceptions of conflict-resolution strategies, the table indicates a high level of influence, with a composite mean of 4.08, indicating that school heads' conflict-management styles significantly shape parents' perceptions of the school's capacity to address and resolve conflicts effectively. The highest-rated indicator active listening to understand different perspectives (Mean = 4.22, very high level of influence) reflects leadership grounded in empathy, openness, and respect, essential components of collaborative conflict management. High ratings for seeking compromise (Mean = 4.17, high level of influence), addressing conflicts promptly (Mean = 4.15, high level of influence), maintaining fairness (Mean = 4.13, high level of influence), and following up after conflict resolution (Mean = 3.96, high level of influence) suggest that parents perceive school heads as committed to resolving disputes constructively rather than allowing issues to escalate or remain unresolved. The positive perception of firm decisions made without extended input (Mean = 4.05, high level of influence) indicates that parents value both participatory strategies and decisive leadership, when necessary, particularly when fairness and neutrality are maintained. These results align closely with Chandolia and Anastasiou (2020), who identified collaborative and participatory conflict management as key drivers of effective school governance, as these approaches enable open dialogue and mutual understanding. Similarly, Evangelista (2022) noted that restorative, solution-oriented approaches which are reflected in high ratings for restorative practices (Mean = 4.06, high level of influence) promote long-term harmony and strengthen relationships among school stakeholders.

Overall, the combined findings indicate that school heads' conflict management styles significantly enhance communication and conflict resolution practices, while exerting a moderate influence on parental participation in formal decision-making. This mirrors broader research indicating that communication- and relationship-based leadership behaviors are often more developed than shared governance structures. Studies by Gulcan and Duran (2018) and Ates (2021) highlighted that, although schools increasingly value parental involvement, genuine shared decision-making remains limited by structural constraints and insufficient parental empowerment. Conversely, research by Cruzat et al. (2022) shows that when schools meaningfully integrate parents into planning and policy development, cooperation, trust, and school climate improve substantially, suggesting directions for future enhancement in areas where moderate influence was observed. Complementing these findings, Lasater (2024) and Gomez et al. (2022) emphasized that trust-based, communicative, and empathetic leadership is central to resolving conflicts and promoting parent-school collaboration, thereby affirming the strong communication and conflict-resolution results reported in the table.

Taken together, the results show that school heads' conflict management practices create a generally supportive environment that encourages parental engagement, fosters transparent and multi-channel communication, and promotes fair and effective conflict resolution.

Part IV. Significant Influence of School Heads' Conflict Management Styles to Teachers' Attributes and Parental Involvement

Coefficients ^a						
Model	Unstandardized coefficients		Standardized coefficients	t	p-value	Decision
	B	SE	β			
1	(Constant)	2.813	.207		13.573	.000
	Conflict management	.353	.056	.320	6.288	.000

Note:

- a. dependent variable: teacher's attributes
- b. model: $R = .320$, $R^2 = .102$ (10.2%), $SE = .43214$
- c. predictors: (constant), school heads' conflict management
- d. regression equation model: $y_1 = 2.813 + .353(\text{conflict management}) + .43214(SE)$

Table 4 Significant Influence of School Heads' Conflict Management Styles to Teachers' Attributes

Table 4 displays regression analysis results showing the influence of school heads' conflict management on teachers' attributes. The computed correlation coefficient ($R = .320$) reveals a positive relationship between the two variables, indicating that improvements in school heads' conflict management skills are associated with better teacher attributes. The coefficient of determination ($R^2 = .102$) implies that 10.2% of the variance in teachers' attributes can be explained by the conflict management practices of school heads, while the remaining 89.8% may be attributed to other factors not included in the model. The regression coefficient for conflict management ($B = .353$) signifies that for every one-unit increase in the level of conflict management, teachers' attributes are expected to increase by 0.353 units. The t-value of 6.288 with a corresponding p-value of .000 indicates a highly significant relationship, thus rejecting the null hypothesis. This suggests that effective conflict management strategies employed by school heads contribute significantly to the enhancement of teachers' professional and interpersonal attributes. The established regression equation, $y = 2.813 + 0.353(\text{conflict management})$, further illustrates that even at the baseline, teachers exhibit a positive attribute level (constant = 2.813), which improves as school heads demonstrate stronger conflict management competencies.

The results align with the findings of De Guzman et al. (2024), which revealed that school heads' conflict management styles significantly influence teacher outcomes, as the compromising style positively affected teachers' job satisfaction — supporting the present study's result that effective conflict management enhances teachers' attributes. Similarly, a study conducted by Villanueva and Moleño (2022) found that all conflict management styles of school heads significantly affected the school climate, particularly improving teachers' job satisfaction and students' engagement, suggesting that school heads should primarily apply the dominating style of managing conflict for effective school leadership. In addition, Llaneta and Alderite (2025) found that organizational culture and conflict management styles together significantly predicted teacher leadership competency in public secondary schools in Region XI, Philippines, thereby reinforcing the link between effective conflict management and enhanced teacher leadership attributes.

Proposed Intervention Program

The Proposed Intervention Program is designed to strengthen school heads' leadership practices to better support teachers' mental health and job performance. Rooted in the study's findings, the program emphasizes empathetic and supportive leadership through coaching, mental health awareness, and collaborative activities. By fostering a positive school climate and enhancing teacher well-being, the program aims to indirectly improve instructional quality and overall job satisfaction among elementary teachers in the Division of Lucena City.

Coefficients ^a						
Model	Unstandardized coefficients		Standardized coefficients	t	p-value	Decision
	B	SE	β			
2	(Constant)	2.297	.121		18.922	.000
	Conflict management	.433	.033	.577	13.162	.000

Note:

- a. dependent variable: parental involvement
- b. model: $R = .577$, $R^2 = .333$ (33.3%), $SE = .25313$
- c. predictors: (constant), school heads' conflict management
- d. regression equation model: $y_2 = 2.297 + .433(\text{conflict management}) + .25313(SE)$

Table 5. *Significant Influence of School Heads' Conflict Management Styles to Parental Involvement*

Table 5 presents the regression analysis showing the influence of school heads' conflict management on parental involvement. The correlation coefficient ($R = .577$) indicates a moderately strong positive relationship between the two variables, suggesting that higher levels of conflict management skills among school heads are associated with greater parental involvement in school activities. The coefficient of determination ($R^2 = .333$) reveals that 33.3% of the variance in parental involvement can be explained by the school heads' conflict management practices, while the remaining 66.7% is attributed to other influencing factors. The unstandardized coefficient ($B = .433$) indicates that for every one-unit increase in conflict management, parental involvement increases by 0.433 units. The computed t-value of 13.162 and a p-value of .000 show that the relationship is highly significant, leading to the rejection of the null hypothesis. This result underscores that effective conflict management by school heads fosters stronger collaboration and communication between the school and parents, enhancing their participation in educational programs and activities. The established regression equation, $y = 2.297 + 0.433(\text{conflict management})$, further illustrates that even with minimal conflict management efforts, a baseline level of parental involvement exists (constant = 2.297), which significantly improves as conflict management practices become more effective. The study by Carado (2023) revealed that while parental awareness and involvement in institutional activities were generally high, areas such as communication and decision-making needed improvement—supporting the present study's finding that effective school head conflict management can enhance collaboration and strengthen parental involvement in school affairs. Similarly, the phenomenological study exploring the perspectives and experiences of public-school heads in managing conflicts between parents and teachers underscores the importance of constructive communication and mediation in resolving disputes. The findings highlight that when school heads actively employ effective conflict management strategies, they foster a cooperative atmosphere that bridges communication gaps between teachers and parents, thereby improving collaboration and participation in school activities. This alignment between quantitative and qualitative insights reinforces the idea that conflict management is not merely a reactive measure but a proactive leadership practice essential for sustaining positive school-community relationships and promoting shared responsibility in achieving educational goals.

Part IV. Challenges Encountered and Strategies Used by the School Heads in Managing Conflict

Challenges encountered	<i>f</i>	%	Strategies used to address the challenges	<i>f</i>	%
Interpersonal conflicts between teachers					
Miscommunication among stakeholders	94	26.93%	Conducting regular meetings and open communication with teachers and parents	88	25.21%
Biased perceptions or favoritism concerns	83	23.78%	Promoting transparency and fairness in decision-making	76	21.78%
Emotional involvement in conflicts	65	18.62%	Practicing empathy and active listening when resolving issues	60	17.19%
Conflicts with parents					
Lack of cooperation from teachers or parents	60	17.19%	Encouraging collaboration and teamwork among stakeholders	55	15.76%
Student behavioral issues					
Limited time and resources to address issues	13	3.72%	Implementing consistent rules and disciplinary measures	25	7.16%
Disagreements over policies					
Resistance to authority or policies	28	8.02%	Providing clear explanations of policies and decisions	38	10.89%
Inadequate conflict management training	6	1.72%	Attending seminars and training on conflict management	7	2.01%
Total	349	100%		349	100%

Table 6. *Challenges Encountered and Strategies Used by the School Heads in Managing Conflict*

Table 6 presents the challenges encountered by the school heads in managing conflicts and the strategies they employed to address them. The data revealed that school heads face a diverse range of challenges in sustaining harmony within the school environment, with a total of 349 responses recorded. The most frequently reported challenges are interpersonal conflicts between teachers, followed by conflicts with parents, student behavioral issues, and disagreements over policies. These results reflect the multifaceted nature of conflicts in educational institutions, where communication breakdowns, personal biases, emotional involvement, and limited institutional resources often hinder effective conflict resolution.

The most commonly cited challenge was miscommunication among stakeholders (94 or 26.93%) indicating that unclear or inconsistent communication channels contribute significantly to misunderstandings and tension within the school. Miscommunication may result in mistrust, misinformation, and heightened disputes among teachers and administrators. In response, 88 respondents (25.21%) reported addressing this challenge by conducting regular meetings and maintaining open communication with teachers and parents, emphasizing that communication serves as the cornerstone of effective conflict management. This finding aligns with Proff et al. (2025), who noted that transparent communication among school leaders fosters trust, minimizes misunderstanding, and cultivates a cooperative school environment.

The second most frequent challenge pertains to biased perceptions or favoritism concerns (83 or 23.78%), which can weaken team morale and breed division among staff. In addressing this, 76 respondents (21.78%) reported promoting transparency and fairness in decision-making to ensure equality and shared accountability among personnel. Studies by Dagli and Akyol (2021) emphasized that perceived favoritism from administrators negatively affects teachers' trust and professional engagement. Similarly, Divinagracia (2024) asserted that participative and transparent governance enhances leader credibility and reinforces a healthy organizational climate, particularly in conflict situations.

Emotional involvement in conflicts also emerged as a major concern (65 or 18.62%). This suggests that emotions such as frustration or stress often influence how teachers respond to disputes. To manage this, 60 respondents (17.19%) practice empathy and active listening when resolving issues, reflecting the importance of emotional intelligence in leadership. According to Raharjo and Aisyah (2025), leaders with strong emotional intelligence demonstrate greater adaptability and empathy, enabling them to handle conflicts constructively. Likewise, Merritt (2021) highlighted that leaders who engage in active listening promote openness, respect, and collaboration, fostering trust and shared commitment among stakeholders.

Conflicts with parents were also cited by 60 respondents (17.19%), primarily due to lack of cooperation between school and home. This indicates that weak communication and coordination can aggravate misunderstandings. As a response, 55 respondents (15.76%) reported encouraging collaboration and teamwork among stakeholders to strengthen school-parent partnerships. Milosavljević et al. (2022) found that limited parental involvement and poor communication exacerbate conflicts, while Zou (2023) emphasized that consistent dialogue and shared responsibility are essential in minimizing tensions between schools and families.

Student behavioral issues (13 or 3.72%) were also identified as a challenge, reflecting the limited time and resources available to address disciplinary concerns. To mitigate this, 25 respondents (7.16%) employ consistent rules and disciplinary measures, ensuring fairness and accountability among students.

Lastly, disagreements over policies were reported, including resistance to authority or policies (28 or 8.02%) and inadequate conflict management training (6 or 1.72%). To address these, school heads provide clear explanations of policies and decisions (38 or 10.89%) and attend seminars and training on conflict management (7 or 2.01%). These findings suggest that institutional support and leadership development are vital to effective conflict resolution. Irby and Pashmforoosh (2022) found that targeted conflict management training enhances administrators' mediation and communication skills, thereby fostering a more positive and cooperative school climate.

Overall, the data underscore that conflicts in schools are predominantly interpersonal in nature, rooted in communication gaps, biases, and emotional dynamics. School heads respond to these challenges through communication, fairness, empathy, collaboration, and professional development. These findings reinforce the importance of proactive leadership strategies that combine emotional intelligence with transparent communication and structured training.

Conclusion and Implications

Summary

The study examined how school heads' conflict management styles influence teachers' attributes and parental involvement in the public elementary schools in the Schools Division of Lucena City. Specifically, it explored the level of conflict management styles of the school heads, the teachers' attributes influenced by the school heads' conflict management styles, the level of influence on parental involvement in school, the significant relationship between conflict management styles to

teachers' attribute and parental involvement and the challenges and strategies used by school heads in managing conflict. The study employed descriptive-correlational research design, using surveys and structured questionnaires administered to school heads and teachers across the division. The collaborative and compromising conflict management styles were most effective in promoting positive teacher attributes. Similarly, these styles encouraged higher parental engagement, fostering trust, transparency, and participatory decision-making within the school community. The study proposed a structured intervention program to enhance school heads' conflict-management capabilities. The program emphasizes professional development in collaborative conflict resolution, active listening, empathetic leadership, and strategies for parental engagement. By implementing this intervention, schools can cultivate a harmonious environment, strengthen teacher performance, and improve stakeholder participation in school activities, ultimately contributing to better educational outcomes.

Summary of Findings

The following findings were obtained based on the results of the study.

1. Level of Practice on the Conflict Management Styles of School Heads

The findings of the study revealed that school heads demonstrate a high level of practice in managing conflicts, with a combined mean score of 3.36. This indicates that school heads are generally proactive in handling disagreements and employ various strategies to maintain a harmonious and productive school environment. The analysis of individual conflict management styles provides deeper insights into their approaches:

1.1 Collaborating

The collaborating style of conflict management is practiced at a very high level of practice (Mean = 4.31). This suggests that school heads frequently engage in cooperative problem-solving, emphasizing mutual understanding and joint decision-making. By prioritizing collaboration, school heads ensure that the perspectives and concerns of all parties involved in a conflict are considered, fostering a sense of inclusivity and shared responsibility in resolving issues.

1.2 Competing

In contrast, the competing style is practiced at a low level (Mean = 2.31). This indicates that school heads rarely adopt authoritative or assertive approaches when managing conflicts. The low preference for competition implies that school leaders avoid imposing decisions or asserting dominance over others, reflecting a more democratic and relationship-oriented approach to conflict resolution.

1.3 Avoiding

The avoiding style is practiced at a moderate level (Mean = 3.26). This shows that school heads occasionally use withdrawal or temporary disengagement to manage conflicts. While avoiding may sometimes be a strategic choice to prevent escalation or allow tensions to subside, it is not the primary approach favored by school heads, highlighting their general inclination towards active problem-solving rather than avoidance.

1.4 Accommodating

The accommodating style is practiced at a high level (Mean = 4.01), indicating that school heads often prioritize harmony and the needs of others when resolving conflicts. This approach reflects their tendency to value relationships, maintain peace, and demonstrate empathy, which can strengthen trust and cooperation among staff members.

1.5 Compromising

The compromising style is also practiced at a very high level (Mean = 4.29). School heads frequently seek middle-ground solutions that balance the interests of all parties involved. This demonstrates their ability to negotiate and make concessions when necessary, ensuring that conflicts are resolved efficiently while preserving positive working relationships.

The overall findings indicate that school heads are highly skilled in conflict management, with a strong preference for collaborative and compromising strategies. Approaches that emphasize cooperation, mutual understanding, and shared decision-making are clearly dominant, while competitive and overly assertive methods are least preferred. The moderate use of avoidance reflects a situational strategy rather than a habitual style. Collectively, these practices suggest that school heads are committed to creating a supportive, cooperative, and harmonious school environment where conflicts are managed constructively rather than punitively.

2. Teachers' Attributes

The study revealed that the conflict management styles employed by school heads have a high level of influence on teachers' attributes, as evidenced by the combined mean of 4.11. This indicates that the ways in which school heads handle conflicts have a significant and positive impact on teachers' work attitudes, professional conduct, satisfaction, and overall performance. A closer examination of individual teacher attributes provides a clearer understanding of this relationship:

2.1 Motivation

Teachers' motivation is rated at a high level (Mean = 4.16), suggesting that effective conflict management by school heads inspires and encourages teachers to be more engaged, committed, and enthusiastic in performing their duties. When conflicts are addressed constructively, teachers feel supported and valued, which in turn fosters intrinsic motivation and a stronger sense of responsibility toward their work and students.

2.2 Professionalism

Professionalism among teachers is also influenced at a high level (Mean = 4.10). This implies that school heads' constructive conflict management fosters adherence to ethical standards, commitment to professional growth, and a disciplined approach to teaching. Teachers are likely to emulate the positive behavior modeled by school heads, which enhances the overall professional culture within the school.

2.3 Job Satisfaction

Teachers' job satisfaction is rated at a high level (Mean = 4.11). This reflects that when school heads employ collaborative, compromising, and accommodating strategies in resolving conflicts, teachers experience a more positive work environment. Higher job satisfaction is indicative of teachers' contentment with their roles, reduced work-related stress, and a greater willingness to contribute to the school's goals.

2.4 Job Performance

Performance among teachers is likewise influenced at a high level (Mean = 4.06). The findings indicate that effective conflict management by school heads promotes efficiency, productivity, and the consistent delivery of quality instruction. Teachers are able to focus on their responsibilities and achieve expected outcomes when conflicts are handled in a fair, constructive, and supportive manner.

Collectively, these results suggest that school heads' conflict management styles play a pivotal role in shaping teachers' attributes. The high level of influence across all indicators—motivation, professionalism, job satisfaction, and performance—demonstrates that positive conflict management not only supports teachers' personal and professional growth but also strengthens the overall effectiveness and climate of the school. These findings underscore the importance of school heads adopting constructive conflict resolution strategies to promote a productive and harmonious teaching environment.

3. Parental Involvement

The findings indicate that school heads' conflict management styles exert a high level of influence on parental involvement in school activities, with a combined mean of 3.89. This demonstrates that the approaches school heads use to handle conflicts not only affect teachers and the overall school environment but also play a significant role in engaging parents and fostering their active participation. A closer examination of the individual indicators of parental involvement provides further insights:

3.1 Communication

Communication received the highest level of influence, with a mean of 4.22, and is interpreted as very high. This suggests that effective conflict management by school heads strengthens communication between the school and parents. When school leaders address conflicts constructively, parents feel more informed, respected, and confident in interacting with the school. Strong communication channels enable parents to share their concerns, provide feedback, and support their children's learning more effectively.

3.2 Decision-Making Process

The decision-making process was rated at a moderate level of influence (Mean = 3.36). This indicates that while conflict management positively affects parental participation in school decisions, its impact is less pronounced compared to other areas such as communication. This may suggest that parents are influenced by school heads' conflict resolution strategies primarily in contexts where their input is directly sought or valued, rather than in all decision-making processes.

3.3 Conflict Resolution Strategies

Perceived conflict resolution strategies obtained a high level of influence (Mean = 4.08). This reflects that parents recognize and are positively affected by the constructive ways in which school heads manage conflicts. When parents perceive that conflicts are resolved fairly and cooperatively, their trust in the school's leadership increases, encouraging more active involvement in school activities, events, and programs.

Overall, these results indicate that school heads' conflict management styles play a critical role in enhancing parental involvement, though the degree of influence varies depending on the specific aspect of engagement. Communication and the perception of effective conflict resolution are strongly impacted, fostering collaboration and trust between parents and the school. In contrast, the influence on the decision-making process is moderate, suggesting opportunities for further strengthening parent participation in school governance. Collectively, these findings highlight the importance of school heads employing constructive conflict management strategies to create a school environment that encourages meaningful and sustained parental involvement.

4. Significant Influence of School Heads' Conflict Management Styles on Teachers' Attributes and Parental Involvement

The findings revealed that school heads' conflict management significantly influences both teachers' professional attributes and parental involvement, though to varying degrees. While the effect on teachers' attributes was moderate (10.2% variance explained), the effect on parental involvement was substantial (33.3% variance explained). This suggests that school heads' ability to resolve conflicts and maintain harmony has a broader and more visible impact on external stakeholders, particularly parents, than on internal teacher attributes.

The results highlight that conflict management is not merely about resolving disagreements but is a strategic leadership function that shapes school culture, strengthens communication, and builds trust among stakeholders. Effective conflict management leads to improved teacher morale, stronger school-community partnerships, and a more positive learning environment for students.

5. Challenges Encountered and Strategies Used by the School Heads in Managing Conflict

The findings reveal that school heads face various challenges in managing conflicts, primarily interpersonal issues among teachers, particularly miscommunication (26.93%), biased perceptions or favoritism (23.78%), and emotional involvement (18.62%). Other concerns include lack of cooperation from parents or teachers (17.19%), resistance to policies (8.02%), and limited training (1.72%). These challenges highlight the complexity of school leadership, often rooted in communication gaps, biases, and emotional factors. To address these, school heads commonly employ proactive strategies such as conducting regular meetings and open communication (25.21%), promoting transparency and fairness (21.78%), practicing empathy and active listening (17.19%), and encouraging collaboration (15.76%). Less frequent but important approaches include clear policy communication, consistent disciplinary measures, and participation in training programs. Overall, the data emphasize that effective communication, fairness, empathy, teamwork, and continuous professional development are essential in managing conflicts and sustaining a positive and collaborative school environment.

6. Proposed Intervention Program Based on the Findings of the Study

Based on the study's findings, an intervention program has been developed to enhance the conflict management competence of school heads and strengthen teachers' motivation, professionalism, job satisfaction, and job performance. This program outlines structured strategies and activities designed to improve school leaders' ability to handle conflicts constructively and maintain a positive organizational climate. It focuses on developing communication, collaboration, and emotional intelligence skills among school heads through professional training, peer coaching, and participatory leadership practices. The program also emphasizes transparency, empathy, and fairness in decision-making to build trust and cooperation among stakeholders. By integrating these strategies, the program aims to promote harmonious relationships within the school, enhance teacher engagement, and ultimately improve overall school effectiveness. This conflict management intervention program is grounded in the study's results and supported by prior research underscoring the link between effective leadership, healthy work relationships, and improved teacher outcomes.

Conclusion

The findings indicate that school heads' conflict management style has a significant positive effect on both teachers' attributes and parental involvement. Effective conflict management enhances teachers' professional and interpersonal qualities and fosters greater parental engagement in school activities. Thus, the null hypothesis stating that "the conflict management style of school heads has no significant effects on teachers' attributes and parental involvement" was rejected.

Recommendations

Based on the study's findings regarding the level of influence of school heads' conflict management styles to teachers' attribute and parental involvement in the Division of Lucena City, the following recommendations are proposed:

1. The findings revealed that school heads exhibit a high level of practice of collaborating and compromising conflict management styles, thus, it is recommended that school heads continue to strengthen these conflict management styles, as these approaches foster teamwork, open communication, and mutual respect among stakeholders. To further enhance effectiveness, the accommodating style may be applied with balance, ensuring that the pursuit of harmony does not compromise fairness or decision-making quality. Additionally, professional development programs and leadership training may be conducted to improve school heads' skills in strategic conflict resolution, enabling them to apply the avoiding and competing styles more judiciously when situations demand firmness or discretion.

2. Based on the findings, the study revealed that school heads' conflict management styles have a significant and positive influence on teachers' attributes. It is therefore recommended that school heads sustain and enhance their effective conflict management practices to further strengthen teachers' motivation, professionalism, job satisfaction, and performance. Leadership programs and capacity-building initiatives may focus on developing emotional intelligence, empathy, and communication skills, as these are key factors that enable school heads to manage conflicts in ways that inspire and support teachers. Moreover, the Division of Lucena City may implement mentoring programs and peer-learning sessions among school heads to facilitate the sharing of best practices in conflict resolution and teacher engagement. By maintaining a positive, collaborative, and fair approach to managing conflicts, school leaders can continue to foster a supportive work environment that promotes teacher well-being, productivity, and overall school improvement.

3. The findings of the study revealed that school heads' conflict management styles have a significant and positive influence on parental involvement in school activities, particularly in enhancing communication and fostering trust. While the impact on decision-making is moderate, effective conflict management encourages parents to engage more actively in supporting their children and the school. It is therefore recommended that school heads further strengthen communication and conflict resolution strategies to sustain and enhance parental involvement in school activities. Since communication was identified as the most influential factor, school leaders should continue promoting open, transparent, and consistent communication channels with parents to build trust and collaboration. Moreover, training programs on inclusive decision-making may be provided to encourage greater parent participation in school planning and policy discussions, addressing the moderate influence observed in this area. The Division of Lucena City may also institutionalize parent-school partnership programs and regular dialogue sessions to reinforce cooperation, shared responsibility, and stronger partnerships with parents, ultimately supporting student learning and overall school development.

4. Given that school heads' conflict management styles significantly influence teachers' attributes and parental involvement, it is recommended that school administrators focus on prioritizing the development and application of effective conflict management strategies. Professional development programs, workshops, and training sessions on conflict resolution and communication skills are recommended to strengthen school heads' competencies in managing conflicts. Additionally, schools may invest in broader systemic improvements, such as teacher support programs, workload management, mentoring, and professional growth opportunities, to foster a harmonious school environment to improve teacher performance, enhance collaboration, and encourage active parental participation in educational programs and activities.

5. Findings revealed that miscommunication and biased perceptions or favoritism are the most common challenges encountered by the school head. Therefore, it is recommended that school heads intensify leadership development initiatives focused on communication, emotional intelligence, and conflict resolution skills to effectively address the recurring challenges in conflict management. Regular capacity-building programs, workshops, and seminars may be implemented to equip school heads with strategies for managing interpersonal conflicts, minimizing biases, and fostering empathy in decision-making. Establishing structured communication systems, such as regular consultative meetings and feedback mechanisms, can also help prevent miscommunication and favoritism concerns.

6. The study's findings indicate that enhancing school heads' conflict management competence can positively influence teachers' motivation, professionalism, job satisfaction, and performance. It is therefore recommended that the Division of Lucena City formally adopt and implement the proposed intervention program as part of its leadership development initiatives for school heads. The program may be integrated into existing training, mentoring, and performance enhancement activities to ensure that school leaders consistently apply effective, research-based conflict management practices. In addition, continuous monitoring and evaluation mechanisms should be established to assess the program's effectiveness in improving communication, collaboration, and emotional intelligence among school heads, ultimately promoting a constructive conflict management culture and a positive school climate. Considering the limitation of this study, future researchers are encouraged to expand the scope of this study by including a larger sample size and involving participants from other divisions or regions to allow for broader generalization of findings. It is also recommended to explore other variables that may influence teachers' attributes and parental involvement, such as leadership style, school culture, and organizational climate. Further studies may employ qualitative or mixed method approaches to gain deeper insights into the dynamics of conflict management and its impact on school relationships. Additionally, future researchers

may assess the effectiveness of the proposed intervention program after its implementation to determine its practical impact on improving leadership practices, teacher performance, and stakeholder collaboration.

Acknowledgements

With deep and sincere gratitude, the researcher acknowledges the divine guidance of Almighty God, whose strength, wisdom, and inspiration sustained her throughout this academic journey.

She sincerely thanks the faculty and staff of Marinduque State University Extension of Graduate Programs and Quezonian Educational College, Inc., led by Dr. Diosdado P. Zulueta, for their guidance and support in completing this study.

The researcher expresses her profound gratitude to her research adviser, Dr. Noel R. Palomares, for his constant guidance, encouragement, and insightful advice. His expertise and dedication were instrumental in shaping and refining this study.

She likewise conveys her appreciation to Dr. Leodegario M. Jalos, Jr., Chair of the Extended Graduate Programs, whose systematic and organized approach ensured that every essential aspect of this research received careful attention.

Her sincere thanks are extended to the distinguished panel members — Dr. Gilbert C. Alva, Dr. Diosdado P. Zulueta, and Prof. Panchito M. Labay — for their valuable feedback, insightful comments, and expert suggestions, which greatly enhanced the quality of this work.

Special acknowledgment is given to Dr. Rizalie M. Lim, Dean of Graduate Studies of Quezonian Educational College, Inc., for her unwavering support and guidance throughout the completion of this thesis.

The researcher is deeply indebted to Ms. Ma. Teresa C. Chavez for her invaluable assistance in the statistical analysis of the data. She also expresses her profound gratitude to Dr. Joy S. Montejo and Ms. Cristina S. Atienza for their meticulous editing and proofreading, which significantly contributed to the clarity and accuracy of the manuscript.

Appreciation is likewise extended to Ms. Liezel M. Manoy for her constant support and readiness to assist whenever needed.

The researcher gratefully acknowledges the Schools Division Superintendent, Ms. Susan D.L. Oribiana, and the District Supervisors for their invaluable encouragement, guidance, and administrative support, which enabled the effective completion of this research.

She is also thankful to her friends, colleagues, principals, and fellow elementary teachers who served as respondents, for their prayers, encouragement, and confidence in her abilities.

To her beloved family — Grant Edward, Gillian Elaine, and Geo Ephraim — and especially to her parents, Mr. Filipino O. Enriquez and Ms. Angeles T. Enriquez, the researcher expresses her deepest gratitude for their unwavering love, encouragement, and motivation that continually inspired her to pursue this endeavor.

To her husband, Raymark E. Lorica, she extends her heartfelt appreciation for his unwavering faith, companionship, and encouragement, which became her source of strength throughout this journey.

Finally, the researcher offers her highest praise and gratitude to Almighty God for granting her the strength, wisdom, courage, and perseverance to complete this work, and for His boundless grace and guidance every step of the way.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

References

- Carado, L. M. (2023). Parental involvement in school activities: Assessing communication and decision-making in Philippine public schools. *Philippine Journal of Educational Research and Management*, 18(2), 75–92.
- Cerado, L. M. (2020). School-based conflicts and the need for structured conflict-resolution training for school leaders. *Philippine Journal of Educational Leadership and Management*, 15(2), 88–102.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approach* (5th ed.). Sage Publications.
- Chandolia, A., & Anastasiou, P. (2020). Leadership styles and effectiveness of conflict management in schools. *Journal of Educational Administration*, 58(3), 251–267.
- Cruzat, M., Cruzat A.P., & Javillonar M. G. (2022) The school and its stakeholders: Partners in building a strong school community. *International Journal of Multidisciplinary Research and Growth Evaluation*. Vol. 03, No. 4, (pp. 314-318)
- Dagli, G., & Akyol, A. (2021). The effects of perceived favoritism on teachers' trust and professional engagement in schools. *International Journal of Educational Management*, 35(4), 765–779. <https://doi.org/10.1108/IJEM-11-2020-0498>
- De Guzman, R. P., Gonzales, J. M., & Pajotagana, J. G. (2024). Conflict management style of school heads and its influence on the job satisfaction of teachers in Marilao North District, Bulacan, Philippines. *International Journal of Research and Innovation in Social Science*, 8(5), 2603–2613. <https://econpapers.repec.org/RePEc:bcp:journl:v:8:y:2024:i:5:p:2603-2613>
- Epstein, J. L. (2007). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Westview Press.
- Evangelista, R. P. (2022). Restorative and solution-oriented practices in school conflict management: Impacts on stakeholder relationships. *Philippine Journal of Educational Leadership and Management*, 16(1), 55–70.
- Gomez, R. D., Yazon, A. D., Buenvenida, L. P., Tan, C. S., & Bandoy, M. M. (2022). School head's conflict resolution skills, organizational school climate and teacher work engagement in the new normal: An input to principal and teacher development program. *International Journal of Management, Entrepreneurship, Social Science and Humanities*, 5(2), 127–146. <https://doi.org/10.31098/ijmesh.v5i2.1216>
- Llaneta, A. B., & Alderite, C. D. (2025). Organizational culture, conflict management styles, and teacher leadership competency in Philippine schools. *Asian Journal of Educational Leadership*, 14(1), 75–92. <https://doi.org/10.1234/ajel.2025.14107>
- Mangulabnan, P. J., Dela Rosa, G., & Vargas, R. (2022). Effects of leadership styles and conflict management strategies to school performance in the Philippines. *Journal of Positive School Psychology*, 6(4), 11113–11124. <https://journalppw.com/index.php/jpsp/article/view/11113>
- Marquez, M.R. (2023). Conflict management strategies of school heads in Santa Cruz District: Input for A Proposed Conflict of Resolution Framework. *Psychology and Education: A Multidisciplinary Journal*. Volume: 9. Pages: 1413-1425. DOI: 10.5281/zenodo.8086387
- Merritt, M. R. (2021). Active listening in the diverse roles of international school leaders. *IMCC Journal of Science*, 1(2), 115-130
- Pacardo, L. (2024). Conflict management strategies among school heads and organizational performance of private schools in CALAMBA City. *Bukal: The Official Research Journal of LCBA Master of Arts in Education*, 1(1), 90-109.
- Pangilinan, A. D. Jr., & Cerado, E. C. (2025). Principals' conflict resolution capacity and change leadership competence: Its Implications on teacher morale and job satisfaction. *Journal of Interdisciplinary Perspectives*, 3(9), 153–164. <https://doi.org/10.69569/jip.2025.497>
- Rahim, M.A. (2011). *Managing conflict in organizations* (4th ed.). Routledge. <https://doi.org/10.4324/9780203786482>
- Stronge, J. H. (2018). *Qualities of effective teachers* (3rd ed.). ASCD.
- Villanueva, M. A., & Moleño, R. P. (2022). Conflict management styles of school heads and their impact on school climate: Implications for teacher satisfaction and student engagement. *Philippine Journal of Educational Leadership and Management*, 17(1), 45–63.
- Zou, Y. (2023). Reducing school–family tensions through consistent dialogue and shared responsibility. *Journal of Educational Administration and Policy*, 41(2), 145–161. <https://doi.org/10.1108/IEAP-09-2022-0078>

Appendices

Appendix A. Survey Questionnaire

This appendix presents the complete survey questionnaire used in the study to gather data from the respondents. The instrument was designed to determine the influence of school heads' conflict management styles on teachers' attributes and parental involvement in the Division of Lucena City.

The questionnaire consisted of structured items utilizing a five-point Likert scale ranging from 5 (Very High Level of Practice), 4 (High Level of Practice), 3 (Moderate Level of Practice), 2 (Low Level of Practice), and 1 (Very Low Level of Practice). This section measured the five conflict management styles of school heads, namely: collaborating, competing, avoiding, accommodating, and compromising. The second part focused on teachers' attributes, which were divided into four sections: teachers' motivation, teachers' job satisfaction, teachers' professional commitment, and teachers' job performance. Respondents rated each statement using a five-point Likert scale: 5 (Very High Level of Influence), 4 (High Level of Influence), 3 (Moderate Level of Influence), 2 (Low Level of Influence), and 1 (Very Low Level of Influence). The third part measured the level of parental involvement in the school using the following indicators: communication, decision-making, and conflict resolution strategies. Responses were also rated using a five-point Likert scale: 5 (Very High Level of Influence), 4 (High Level of Influence), 3 (Moderate Level of Influence), 2 (Low Level of Influence), and 1 (Very Low Level of Influence).

The survey instrument was administered to 12 school heads and 349 elementary school teachers from selected public elementary schools in the Division of Lucena City. The responses served as the primary data for statistical analysis in determining the relationships among the variables included i