

## Appendix A. Survey Questionnaire

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

#### PART I. CONFLICT MANAGEMENT STYLES OF SCHOOL HEADS'

**Directions:** Please read the items below pertaining to the level of conflict management styles. Based on your personal assessment, kindly indicate the degree of your agreement to each item by putting a check mark (/) in the appropriate column.

| Scale | Mean Interval | Verbal Interpretation       | Qualitative Description                                                                                                                  |
|-------|---------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 5     | 4.21-5.00     | Very High Level of Practice | The school head consistently applies this style in most conflict situations, demonstrating a strong preference and effectiveness for it. |
| 4     | 3.41-4.20     | High Level of Practice      | The school head often uses this style and finds it effective, but it is one of several approaches they employ in resolving conflicts.    |
| 3     | 2.61-3.40     | Moderate Level of Practice  | The school head uses this style in some conflict situations, but it is not their primary approach, or it is applied less frequently.     |
| 2     | 1.81-2.60     | Low Level of Practice       | The school head infrequently resorts to this style and may rely on other methods to manage conflicts.                                    |
| 1     | 1.00-1.80     | Very Low Level of Practice  | The school head almost never uses this style, often choosing alternative approaches to handle conflicts.                                 |

|                                                                                             | 5 | 4 | 3 | 2 | 1 |
|---------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Investigate issues with subordinates to find mutually acceptable solutions.              |   |   |   |   |   |
| 2. Integrate personal ideas with those of subordinates to reach joint decisions.            |   |   |   |   |   |
| 3. Work collaboratively with subordinates to find solutions satisfying mutual expectations. |   |   |   |   |   |
| 4. Exchange accurate information with subordinates to solve problems collectively.          |   |   |   |   |   |
| 5. Encourage open discussion of concerns to resolve issues optimally.                       |   |   |   |   |   |
| 6. Collaborate with subordinates to develop decisions acceptable to all parties.            |   |   |   |   |   |
| 7. Engage with subordinates to achieve a proper understanding of problems.                  |   |   |   |   |   |
| 8. Strive to satisfy the needs of subordinates.                                             |   |   |   |   |   |
| 9. Accommodate the wishes of subordinates.                                                  |   |   |   |   |   |
| 10. Yield to the preferences of subordinates.                                               |   |   |   |   |   |
| 11. Allow concessions to subordinates.                                                      |   |   |   |   |   |
| 12. Agree with suggestions proposed by subordinates.                                        |   |   |   |   |   |
| 13. Aim to meet the expectations of subordinates.                                           |   |   |   |   |   |
| 14. Utilize influence to have personal ideas accepted.                                      |   |   |   |   |   |
| 15. Exercise authority to make decisions favoring personal outcome.                         |   |   |   |   |   |
| 16. Apply expertise to make decisions favoring personal interests.                          |   |   |   |   |   |
| 17. Maintain firmness in pursuing personal positions on issues.                             |   |   |   |   |   |

|                                                                                                  |  |  |  |  |  |
|--------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 18. Employ power to prevail in competitive situations.                                           |  |  |  |  |  |
| 19. Avoid being placed in challenging situations by keeping conflicts with subordinates private. |  |  |  |  |  |
| 20. Refrain from open discussions about differences with subordinates.                           |  |  |  |  |  |
| 21. Steer clear of disagreements with subordinates.                                              |  |  |  |  |  |
| 22. Evade encounters with subordinates during conflicts.                                         |  |  |  |  |  |
| 23. Keep disagreements with subordinates private to prevent hard feelings.                       |  |  |  |  |  |
| 24. Avoid unpleasant exchanges with subordinates.                                                |  |  |  |  |  |
| 25. Avoid being placed in challenging situations by keeping conflicts with subordinates private. |  |  |  |  |  |
| 26. Seek middle-ground solutions to resolve impasses.                                            |  |  |  |  |  |
| 27. Propose compromises to break deadlocks.                                                      |  |  |  |  |  |
| 28. Negotiate with subordinates to reach mutually acceptable compromises.                        |  |  |  |  |  |
| 29. Employ "give and take" strategies to achieve compromises.                                    |  |  |  |  |  |

## Part II. TEACHERS' ATTRIBUTES

**Directions:** Please read the items below pertaining to the teachers' attributes. Based on your personal assessment, kindly indicate the degree of your agreement to each item by putting a check mark (/) in the appropriate column.

| Scale | Mean Interval | Verbal Interpretation        | Qualitative Description                                                                                                                                         |
|-------|---------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5     | 4.21-5.00     | Very High Level of Influence | The teacher demonstrates exceptional levels of motivation, commitment, satisfaction, and performance, consistently excelling in all areas of their role.        |
| 4     | 3.41-4.20     | High Level of Influence      | The teacher exhibits strong motivation, commitment, satisfaction, and performance, with few areas requiring improvement.                                        |
| 3     | 2.61-3.40     | Moderate Level of Influence  | The teacher shows moderate levels of motivation, commitment, satisfaction, and performance, with balanced strengths and weaknesses.                             |
| 2     | 1.81-2.60     | Low Level of Influence       | The teacher has lower levels of motivation, commitment, satisfaction, and performance, and may need additional support or development in several areas.         |
| 1     | 1.00-1.80     | Very Low Level of Influence  | The teacher exhibits minimal motivation, commitment, satisfaction, and performance, significantly struggling with their role and professional responsibilities. |

## TEACHERS' ATTRIBUTES

| A. Motivation                                                             | 5 | 4 | 3 | 2 | 1 |
|---------------------------------------------------------------------------|---|---|---|---|---|
| 1. I feel a strong sense of purpose in my role as a teacher.              |   |   |   |   |   |
| 2. I enjoy teaching because it gives me personal fulfillment.             |   |   |   |   |   |
| 3. I seek opportunities to improve my teaching skills.                    |   |   |   |   |   |
| 4. I remain motivated to teach even when faced with challenges.           |   |   |   |   |   |
| 5. The success of my students motivates me to perform better.             |   |   |   |   |   |
| 6. I take pride in my ability to influence students' learning positively. |   |   |   |   |   |
| 7. My passion for teaching keeps me engaged and committed.                |   |   |   |   |   |

| <b>B. Professionalism</b>                                                        | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|----------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| 1. I am dedicated to my profession and plan to continue teaching long-term.      |          |          |          |          |          |
| 2. I actively participate in professional development activities.                |          |          |          |          |          |
| 3. I go beyond my assigned duties to support my students.                        |          |          |          |          |          |
| 4. I take pride in my identity as an educator.                                   |          |          |          |          |          |
| 5. I actively seek new knowledge and skills to enhance my teaching.              |          |          |          |          |          |
| 6. I am committed to improving the quality of education in my school.            |          |          |          |          |          |
| 7. I uphold ethical standards and professional conduct in my teaching practice.  |          |          |          |          |          |
| <b>C. Job Satisfaction</b>                                                       | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. I am satisfied with my current salary and benefits.                           |          |          |          |          |          |
| 2. I feel valued and appreciated by my school administration.                    |          |          |          |          |          |
| 3. My work environment positively affects my job satisfaction.                   |          |          |          |          |          |
| 4. I have supportive colleagues and positive relationships in the workplace.     |          |          |          |          |          |
| 5. My job provides me with a sense of stability and security.                    |          |          |          |          |          |
| 6. I receive constructive feedback that helps me grow professionally.            |          |          |          |          |          |
| 7. I feel fulfilled by my students' progress and achievements.                   |          |          |          |          |          |
| <b>D. Job Performance</b>                                                        | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. I effectively plan and deliver lessons that engage students.                  |          |          |          |          |          |
| 2. I use different teaching strategies to accommodate diverse learners.          |          |          |          |          |          |
| 3. I maintain classroom discipline and create a conducive learning environment.  |          |          |          |          |          |
| 4. I regularly assess students' progress and adjust my teaching accordingly.     |          |          |          |          |          |
| 5. I provide timely feedback to students to support their learning.              |          |          |          |          |          |
| 6. I integrate technology and innovative methods into my teaching.               |          |          |          |          |          |
| 7. My students demonstrate consistent academic improvement under my instruction. |          |          |          |          |          |

**PART III. PARENTAL INVOLVEMENT**

**Directions:** Please read the items below pertaining to parental involvement. Based on your personal assessment, kindly indicate the degree of your agreement to each item by putting a check mark (/) in the appropriate column.

| Scale | Mean Interval | Verbal Interpretation        | Qualitative Description                                                                                                                                                                                                     |
|-------|---------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5     | 4.21-5.00     | Very High Level of Influence | The parent consistently engages in the stated parental involvement behavior and fully supports their child’s academic development, school activities, communication with teachers, decision-making, and school policies.    |
| 4     | 3.41-4.20     | High Level of Influence      | The parent frequently engages in the stated parental involvement behavior, demonstrating strong but not absolute commitment to their child’s education and school participation.                                            |
| 3     | 2.61-3.40     | Moderate Level of Influence  | The parent occasionally engages in the stated parental involvement behavior but does not do so consistently, showing partial but not full commitment to supporting their child’s education and school-related activities.   |
| 2     | 1.81-2.60     | Low Level of Influence       | The parent rarely engages in the stated parental involvement behavior, indicating limited participation and support for their child's learning, school activities, and school governance.                                   |
| 1     | 1.00-1.80     | Very Low Level of Influence  | The parent does not engage in the stated parental involvement behavior at all, showing little to no active participation in their child's education, school activities, communication, decision-making, and policy support. |

**PARENTAL INVOLVEMENT**

| <b>A. Communication</b>                                                                            | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|----------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| 1. The school head regularly communicates important school matters to parents.                     |          |          |          |          |          |
| 2. Parents are informed promptly about their children's academic progress.                         |          |          |          |          |          |
| 3. There are established channels for parents to express concerns or suggestions.                  |          |          |          |          |          |
| 4. The school head is approachable and open to discussions with parents.                           |          |          |          |          |          |
| 5. The school provides timely updates on events and changes affecting students.                    |          |          |          |          |          |
| 6. Communication from the school is clear and easy to understand.                                  |          |          |          |          |          |
| 7. The school utilizes multiple channels (e.g., email, SMS, meetings) to communicate with parents. |          |          |          |          |          |
| 8. Feedback from parents is acknowledged and addressed by the school head.                         |          |          |          |          |          |
| 9. The school head proactively reaches out to parents to discuss concerns.                         |          |          |          |          |          |
| 10. There is a system in place for parents to provide anonymous feedback.                          |          |          |          |          |          |
| <b>B. Decision-Making Process</b>                                                                  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. Parents are invited to participate in school policy development.                                |          |          |          |          |          |
| 2. The school head considers parental input when making significant decisions.                     |          |          |          |          |          |
| 3. There are opportunities for parents to be part of school committees or boards.                  |          |          |          |          |          |
| 4. Feedback from parents leads to tangible changes in school practices.                            |          |          |          |          |          |

|                                                                                                           |          |          |          |          |          |
|-----------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|
| 5. Parents are involved in setting goals for school improvement plans.                                    |          |          |          |          |          |
| 6. The school head seeks parental input before implementing new policies.                                 |          |          |          |          |          |
| 7. Parents have representation in school governance committees.                                           |          |          |          |          |          |
| 8. The school provides training or orientation for parents to participate effectively in decision-making. |          |          |          |          |          |
| 9. There is transparency in how decisions are made and communicated to parents.                           |          |          |          |          |          |
| 10. Parents feel empowered to influence decisions that affect their children's education.                 |          |          |          |          |          |
| <b>C. Conflict Resolution Strategies</b>                                                                  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. Engage all parties to collaboratively find solutions.                                                  |          |          |          |          |          |
| 2. Listen actively to understand different perspectives before acting.                                    |          |          |          |          |          |
| 3. Impose decisions without seeking input from others.                                                    |          |          |          |          |          |
| 4. Defers addressing conflicts, hoping they resolve over time.                                            |          |          |          |          |          |
| 5. Seeks compromises that acknowledge each party's concerns.                                              |          |          |          |          |          |
| 6. Conflict addresses conflict promptly to prevent escalation.                                            |          |          |          |          |          |
| 7. Maintains neutrality and fairness when mediating disputes.                                             |          |          |          |          |          |
| 8. Encourages mutual respect among conflicting parties.                                                   |          |          |          |          |          |
| 9. Following up with involved parties after conflict resolution to ensure satisfaction.                   |          |          |          |          |          |
| 10. Implement restorative practices to rebuild relationships post-conflict.                               |          |          |          |          |          |

**PART IV. CHALLENGES ENCOUNTERED AND STRATEGIES BY THE SCHOOL HEADS IN MANAGING CONFLICT**

1. What are the most significant challenges you face when managing conflicts between teachers and parents in your school? Please provide specific examples.

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2. Can you describe a situation where you successfully resolved a challenging conflict in your school? What strategies or approaches did you use to address the conflict, and what were the outcomes?

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