

School Heads and Teachers' Level of Awareness and Implementation of The Mediation Strategies and Mechanisms

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Abstract — A mature, highly qualified teaching staff with a strong academic background—mostly women—is revealed by the Carmen I District study. It does, however, also highlight notable differences in professional development exposure, especially for administrative staff members like school heads who hold the position of Teachers-in-Charge without receive formal mediation training. Unexpectedly, research shows that teachers are more knowledgeable about mediation techniques and conflict resolution procedures than school administrators. This goes against the administrative role that has historically been played in conflict management. This disparity raises questions regarding the institutional capacity to meet the requirements set forth in Department of Education (DepEd) policies and highlights the systemic lack of leadership training in mediation. Notwithstanding these discrepancies in awareness, the general application of mediation techniques is still successful, primarily due to institutional mandates and teacher competencies, with noteworthy performance in grievance procedures and moral behavior. The study stresses that professional development, not demographic traits, is the primary factor influencing mediation capabilities and that awareness is a critical factor in implementation success.

Furthermore, correlational analyses confirm that exposure to professional development programs, particularly for teachers, has a significant impact on mediation awareness and implementation. School heads, on the other hand, show moderate but statistically insignificant correlations, indicating the pressing need for administrative staff-specific capacity-building initiatives. The study suggests an organized improvement program that makes administrative training a top priority while utilizing teachers' implementation strengths. To guarantee long-term competency for all parties involved in education, such a program should incorporate both the theoretical and practical components of mediation. In the end, developing a thorough and successful mediation framework in Carmen I District schools requires addressing administrative awareness gaps through methodical interventions.

Keywords — *Mediation strategies, conflict resolution, professional development, school administration, teacher competencies, awareness-implementation correlation, DepEd standards, capacity-building, educational leadership*

I. Introduction

The introduction of a thesis provides the research context, outlining the main problem, its significance, and the study's objectives. It briefly reviews relevant theories or literature gaps,

establishing the study's purpose and potential contributions. This section guides readers on what to expect, setting a foundation for the research's scope and impact.

Background and Rationale

Conflict resolution in educational institutions is universally acknowledged as essential for creating safe and effective learning spaces. Research in the U.S. (Katz, 2017) indicates that conventional disciplinary methods frequently do not address deeper issues, resulting in ongoing conflicts and inefficient use of resources. Likewise, the European Union (2020) utilizes organized mediation frameworks that integrate risk analysis with policies considerate of stakeholders to prevent escalation. These worldwide models emphasize the significance of systematic mediation—however, many educational systems, such as that of the Philippines, continue to face challenges in effectively implementing these strategies.

In the context of the Philippines, the Results-Based Performance Management System (RPMS) incorporates conflict resolution skills via the Philippine Professional Standards for Teachers (PPST) and Philippine Professional Standards for School Heads (PPSSH). These systems require teachers and school leaders to utilize organized conflict resolution, complaint processes, and child safeguarding measures (DepEd Order No. 42, s. 2017). Nonetheless, national research (e.g., DECS 2000 Manual) shows inconsistent application, as numerous schools do not have localized systems even with policies such as the Child Protection Policy (DepEd Order No. 40, s. 2012). This disparity indicates a misalignment between policy expectations and real-world implementation.

The School-Based Management (SBM) Framework highlights mediation as a governance instrument, but adherence levels differ greatly. A study by Orale and Uy (2019) in rural areas discovered that numerous teachers and school leaders depend on informal solutions instead of formal grievance procedures. This inconsistency prompts doubts about whether RPMS evaluations genuinely represent mediation skills, as mandated by RA 9155 (Governance of Basic Education Act) and RA 4670 (Magna Carta for Public School Teachers). In the absence of organized implementation, conflicts may threaten school climate and diminish teacher morale.

In Bohol, the Carmen I District illustrates these difficulties. Initial observations indicate that although certain school leaders actively facilitate conflict resolution by employing PPSSH indicators, others are not trained in formal dispute resolution methods. Educators, on the other hand, frequently resort to makeshift remedies despite the focus on professional ethics in PPST Domain 7 (RA 7836). For example, slight student disputes are often settled with reprimands instead of restorative mediation—an overlooked chance to demonstrate conflict resolution abilities.

Individual experiences as teachers in the district further emphasize these disparities. In a specific instance, a conflict between a teacher and a parent intensified because there was no clear mediation procedure, eventually necessitating intervention from the division level. Such events

indicate that although policies are in place, their implementation is obstructed by a lack of adequate training and institutional backing. This corresponds with results indicating that a number of teachers in rural areas participate in fewer pertinent seminars (DepEd Order No. 31, s. 2018), restricting their access to optimal methods.

The absence of localized research on mediation awareness and implementation in Carmen I District highlights the necessity of this study. Current research emphasizes urban or broad contexts, overlooking the socio-cultural intricacies of rural regions such as Bohol. In the absence of information on how the profiles of teachers and school leaders (such as training and experience) affect mediation practices, RPMS evaluations might not lead to significant enhancements.

This research aims to address these gaps by assessing awareness and levels of implementation in relation to PPST/PPSSH standards. The results will guide a tailored RPMS improvement strategy, making certain that mediation techniques are more than mere policy requirements but practical, enduring methods. By harmonizing international best practices with local conditions, the research seeks to enhance conflict resolution frameworks—ultimately promoting a more peaceful and efficient educational atmosphere.

REVIEW OF LITERATURE

Conceptual Literature. Professionalism in education involves a range of characteristics, including allegiance to ethical standards, continuous professional development, effective communication, and a focus on student welfare. In observing this in educators' daily work experiences, teachers can mediate conflicts by adhering to ethical standards, ensuring fairness, and maintaining confidentiality. This builds trust among students, parents, and colleagues. Professionalism involves clear and respectful communication. Teachers can use these skills to mediate between conflicting parties, ensuring that all voices are heard and understood. Professionalism involves clear and respectful communication. Teachers can use these skills to mediate between conflicting parties, ensuring that all voices are heard and understood. Schools, on the other hand, can foster open communication channels between teachers, students, and parents, creating an environment where issues can be addressed promptly and constructively. Hence, Professional teachers prioritize the well-being of students, mediating conflicts in a way that supports students' emotional and academic needs (Creasy, 2015).

On the other hand, one of the sociological theories that is significant in conflict resolution is Structural Functionalism. Structural functionalism, a perspective in sociology and other social sciences, suggests that every institution, relationship, role, and norm within a society serves a specific function, and each is essential for society's overall stability and continuity. According to this theory, social change occurs as an adaptive response to internal tensions within the social system. When one component of the system changes, it creates tension with other components, which is resolved through adaptive changes in those other parts (Nico Wilterdink & William Form, n.d.).

This theory is highly relevant to the study of teacher mediation and institutional support in Carmen 1 District-Bohol Division; hence, it views disputes as a disruption to social stability and seeks to reestablish equilibrium through conflict resolution mechanisms. Schools and educational institutions are seen as crucial components of society that fulfill essential functions such as socialization, skill development, and cultural transmission (McLeod, PhD & Guy-Evans, 2024). By understanding these roles, we can better appreciate how teacher mediation and institutional support contribute to the overall stability and functioning of the educational system.

While in terms of balancing interests, teachers act as mediators to balance the interests of students, parents, and the community. This aligns with the functionalist view that each role within the educational system serves a purpose in maintaining social equilibrium (Thompson, 2024). Effective mediation helps resolve conflicts and tensions, ensuring that the educational environment remains conducive to learning. Structural functionalism emphasizes the importance of social integration and cohesion. By fostering strong relationships between schools and the community, teacher mediation and institutional support help integrate diverse interests and promote a sense of belonging and cooperation among all stakeholders.

One concept theory that is vital in balancing Interests and teachers' mediation strategies is the Face-Negotiation Theory. Negotiation Theory addresses behaviors related to either losing or saving face, which help explain the maintenance of a desired social self-image in relational contexts (Ting-Toomey, 2007, as cited by Molter, 2019). Essentially, if an individual feels that their self-identity is being challenged, threatened, or ignored, they experience face-loss. Conversely, if their self-identity remains unthreatened, they are saving face. Repeated instances of face-loss and perceived threats can lead to conflict, necessitating a negotiation process to manage the situation and restore face for those involved. Conflict Face-Negotiation Theory is involved with three areas: (1) self-face; (2) other-face; and (3) mutual-face. Self-face is concerned with one's image, while other face is concerned with another's face. Mutual face is concerned with the images of both parties. All these approaches can be applied to manage conflict in different settings. For instance, Conflict Face-Negotiation Theory is effective in handling conflicts in both individualist and collectivist cultures.

This theory is important in understanding cultural differences. This is essential in balancing interest in a pluralistic society; hence, it ensures that both parties are respected and valued (ADR Times, 2023). Effective communication is key to balancing interests. Face-Negotiation Theory emphasizes the importance of maintaining face, which can lead to more respectful and constructive communication. Thus, mediators may employ this theory to address their approaches based on cultural contexts, making the mediation process more effective and culturally sensitive. Effective communication is key to balancing interests. Face-Negotiation Theory emphasizes the importance of maintaining face, which can lead to more respectful and constructive communication. This will hamper the potential conflict from escalating since issues are tackled early (CALLAHAN, 2016).

Relational Dynamics in Educational Settings: Research shows that school atmosphere, defined by interpersonal connections and perceptions of the environment, greatly impacts teacher self-efficacy. When educators recognize a nurturing environment, their capacity to apply mediation techniques improves their efficacy in handling classroom conduct and the mental health of students (Qureshi, 2024).

Teacher Attitudes as Intermediaries: Studies show that teachers' attitudes influence the connection between their learning environments and perceived well-being. Encouraging positive teacher attitudes is crucial for successful mediation approaches, highlighting the importance for principals to create a supportive school environment (Osorno & Manonag, 2022).

Combining Classroom Environment and School Connectedness: The relationship between classroom environment and school connectedness indicates that nurturing a feeling of belonging can alleviate depressive symptoms in students, emphasizing the significance of teachers' awareness in applying mediation techniques that improve classroom community (Shochet & Smith, 2014).

Importance of School and Classroom Features: The alignment of characteristics at both the school and classroom levels is crucial for children's adaptation, as research indicates that involvement can enhance teachers' abilities to utilize and implement successful mediation techniques (Li et al., 2024).

Teacher Perception and Practice: Educators' views impact their mediation strategies, especially concerning reading abilities in cloud computing settings. Recognizing mediation tools is essential for developing effective teaching methods (Tsegaw et al., 2023).

Individual and Environmental Factors Impacting Adolescent Behavior: A comprehensive review of individual, family, and educational influences indicates significant effects of school climates on adolescent actions, highlighting the necessity for educators and school administrators to be aware of these factors while employing intervention strategies (Jiménez & Estévez, 2017).

The Impact of Teacher Role Models: The actions of teachers and the quality of their relationships with students act as mediators in shaping students' attitudes, highlighting the crucial importance of teacher awareness in fostering a nurturing school environment that promotes effective mediation (Löper & Hellmich, 2024).

Peer Mediation Initiatives: The introduction of peer mediation strategies can greatly diminish conflicts in schools, underscoring the importance for school leaders to create settings that emphasize social-emotional learning as a conflict-resolution approach (Lesková & Ilavská, 2023).

School Climate as a Mediator: The school climate acts as a mediator in the connection between different environmental factors and student outcomes, highlighting the importance of teachers and school leaders in taking initiative to establish positive school climates that support mediation strategies (Yu et al., 2024).

Collaboration Among Teachers and Student Success: Highlighting teamwork among educators can enrich teaching methods, thereby enhancing the application of mediation techniques that positively impact student learning results (Ronfeldt et al., 2015).

Effects of Teacher Stress: Elevated occupational stress in teachers can impede their ability to apply mediation strategies successfully. Recognizing and dealing with stressors in the educational setting is essential for the well-being of teachers and the effectiveness of mediation (Jennings et al., 2017).

Family and School Interaction: The interaction between family dynamics and school settings highlights the importance of educators recognizing family circumstances when applying mediation techniques, as these elements greatly impact student conduct (Aziz et al., 2024).

Mediation Theory in Language Learning: Emphasizing mediation in language instruction underscores the significant function teachers serve as mediators in students' cognitive growth, stressing the importance of training educators in mediation techniques (Lei & Lin, 2018).

Emotional Intelligence in Mediation: Emotional intelligence acts as a bridge between how school environments are perceived and student well-being, highlighting the importance for school leaders and educators to develop emotional skills while using mediation techniques (Muhibbin et al., 2023).

Anticipations and School Adjustment: Studies indicate that elevated expectations in the educational setting can help alleviate emotional distress for students. School leaders and educators need to acknowledge the significance of their expectations to facilitate easier transitions in school experiences (Su et al., 2024).

II. Methodology

This section outlined the research design and methodology employed to examine the “School Heads and Teachers' Level of Awareness and Implementation of the Mediation Strategies and Mechanisms”. The study aimed to evaluate various current awareness and implementation of mediation strategies and mechanism mediation by the school heads and teachers in their schools in Carmen 1 District, Bohol Division. The following paragraphs detail the research design, data collection methods, and analytical procedures employed in this study.

Research Design

The study adopts a descriptive-correlational research design following the methodology which Donald T. Campbell and Julian C. Stanley (1963) outlined in their research literature. tône research paradigm fulfills two objectives by detailing school mediation practices and testing variable associations according to Brodowicz (2024) and Creswell & Creswell (2018). The

research design fits well for assessing how Carmen I District implements mediation strategy while it studies the associations between educator profiles with the required mediation competencies.

The research uses three main groupings of variables: the first set consists of independent demographics describing participants (age, gender, years of experience and professional development) and second set contains dependent measures for awareness levels against PPST/PPSSH benchmarks and implementation effectiveness through strategic application frequencies followed by relationships studies between administrator experience and conflict resolution achievements. Surveys rated by Likert scales will collect data alongside a review of mediation records for analysis through descriptive statistics and inferential statistics both to determine variable relationships and measure implementation results.

The methodology matches the principles of naturalistic observation outlined by Campbell and Stanley which guarantees actionable results for improving the Results-Based Performance Management System at the school. The study design covers every research inquiry through mechanisms that both accurately report current practice methods and objectively evaluate educational professional attributes compared to mediation skills and analyze the relationship of mediator awareness and implementation activities for creating specialized improvement interventions.

Sampling Procedures

The research includes a total count of all 11 school heads together with all 105 teachers serving in Carmen 1 District, Bohol Division. The researchers used total enumeration due to the small population size which allows complete data collection to deliver accurate findings for every employee in the district.

A census methodology proves most suitable for this study because it allows full examination of mediation awareness and practice implementation in all schools throughout the district. A survey questionnaire will be given to all targeted participants during the 2024-2025 academic year. A total of 11 heads from schools and 105 teachers participated in the study and composed 90.52 percent of all respondents whose participation was mandatory for district-wide conflict mediation operations.

The sampling technique includes relevant perspectives necessary to analyze both the descriptive-correlational design's objectives of viewing (1) mediation strategy statuses and (2) educator characteristics and (3) institutional conflict resolution support. The complete enumeration of school administrators alongside all teachers enables the production of comprehensive results about mediation practices at every educational level which enhances the value of findings for developing specific improvements to mediation strategies and support structures.

Table 1
Frequency and Percentage Distribution of the Respondents of the Study

Types of Respondents (client type)	Frequency Distribution	Percentage Distribution
	(F)	(%)
	School heads	11
Teachers	105	90.52%
Total	116	100%

Measures

The investigation uses mixed research methods to evaluate teaching mediation practices together with institutional support systems throughout Carmen I District. A questionnaire created by the researcher will serve as the main data collection instrument for this investigation while directly reflecting the Statement of the Problem and research questions. The questionnaire incorporates different sections that cover demographic data along with reliability and awareness metrics of the specified rules (RA 4670, RA 9155, PPSSH and PPST) and institutional mediation elements (DepEd Order No. 31 s. 2018 and RA 7836) and qualitative open-ended segments. Before complete deployment the instrument requires strict testing with 30 participants from Carmen II District to evaluate reliability and validity. The testing phase will enable researchers to improve the definitions of assessment questions and confirm both measurement scales and survey system performance.

Both all 11 school heads and 105 teachers from Carmen I District will receive total enumeration sampling for complete data collection. The study uses a 5-point scaled questionnaire for measuring awareness and implementation together with a review of existing mediation records as secondary evidence. Analysis will utilize descriptive statistics for mean and percentage calculations to summarize both school leaders and multigrade teachers while inferential statistics (Pearson's r, chi-square) will determine the link between respondent demographics and mediation competencies. The research focuses on investigating relationships between administrative experience held by school heads and their conflict resolution strategies and the relationship between training exposure of teachers and their success in mediation. These assessment methods will generate strong evidence about present mediation practices allowing both the strength recognition and weakness detection to boost institutional backing and lead to superior multigrade teaching performance.

Procedures

Systematic data collection and analysis will be achieved through these following steps: The researcher must first obtain all required permits by presenting a formal research proposal to the Schools Division Office of Bohol and the Carmen I District Office where general objectives and

research methodology alongside the study's significance are detailed. The researcher will secure written permissions that come from the principals of every participating education institute. Before conducting data collection the researcher will conduct a pilot study of the questionnaire with 30 respondents from Carmen II District for instrument clarity assessment and reliability testing which will guide the instrument's final revision phase. Total enumeration sampling enables the researcher to give the finalized self-administered questionnaires to all 11 school heads and 105 teachers in Carmen I District. Every questionnaire will start with an introductory section explaining the research scope and a consent document highlighting voluntary participation as well as guaranteeing complete data confidentiality (in accordance with RA 10173 or Data Privacy Act). The researcher will complete survey collection in the 2024-2025 academic year by officially visiting schools and using Google Forms for remote participants while ensuring full participation through repeated follow-ups. The researchers will organize and clean the collected data and encode quantitative responses into SPSS or Excel for statistical analysis using descriptive statistics for profiles/awareness levels and Pearson's r /inferential tests for correlations. We will conduct thematic analysis on all qualitative responses obtained from open-ended survey items. Analysis of results based on the SOP questions will lead to evidence-based recommendations for district-wide mediation strategy improvement. Every step of data collection will abide by ethical standards which guarantee respondent anonymity and safe storage methods.

Data Processing

The gathered information will be systematically processed and analyzed through various stages. At first, all filled-out questionnaires will undergo screening for thoroughness and correctness during the data cleaning stage, where absent responses will be resolved through follow-ups, and discrepancies will be validated or rectified. Demographic factors such as age, gender, marital status, educational level, work experience, and training participation will be organized and summarized using descriptive statistics (frequency counts, percentages, means, and standard deviations) to characterize the respondents.

Before performing inferential analyses, the dataset will be tested for normality with the Shapiro-Wilk test and a visual check of Q-Q plots to confirm the distributional assumptions required for parametric tests. According to the outcomes of the normality test, suitable statistical tests will be chosen: for data that follows a normal distribution, independent t-tests will analyze mediation strategy execution between school leaders and educators, while one-way ANOVA will assess differences among demographic groups. Non-parametric methods (Mann-Whitney U test and Kruskal-Wallis test) will be utilized if the assumptions of normality are not met.

Correlation analyses will be performed employing Pearson's r for continuous variables that are normally distributed or Spearman's ρ for ordinal or non-normally distributed data in order to investigate the connections between respondent profiles and the effectiveness of mediation strategies. All statistical analyses will utilize a 95% confidence level ($\alpha = 0.05$). The analyzed data will subsequently be examined to recognize trends in the awareness and execution of mediation

strategies, focusing specifically on the strengths and weaknesses of existing institutional support structures. These results will eventually guide evidence-based suggestions for enhancing conflict resolution systems and organizational management in Carmen 1 District schools, leading to better learning environments and professional practices.

Ethical Consideration

This research will follow rigorous ethical guidelines during the entire investigative process. Before gathering data, the researcher will secure informed consent from every participant by offering a comprehensive written explanation regarding the study's objectives, methods, possible risks/benefits, and the rights of the respondents. The consent form will clearly indicate that participation is optional, participants can exit at any moment without consequences, and all information will stay confidential. Formal consent will be obtained via official pathways, starting with the submission of a research proposal to the Department of Education Bohol Division Office and the Carmen I District Office, detailing the study's goals, methods, and ethical protections.

To adhere to the Data Privacy Act of 2012 (RA 10173), all gathered information will be anonymized using coded identifiers, while personal details will be kept separate from the response data. Digital files will be secured with passwords and saved on encrypted devices, whereas paper documents will be stored in locked cabinets that are only accessible to the research team. Data retention will adhere to a 5-year disposal schedule, after which documents will be irrevocably deleted or shredded. In the analysis and reporting phase, combined results will be shown to avoid identifying individuals, and no names of respondents or schools will be revealed in any publications. The research will also maintain academic integrity by accurately referencing all sources and steering clear of data manipulation or distortion. These actions together safeguard participant rights while ensuring the research's integrity and adherence to institutional and national ethical standards.

III. Results and Discussion

This chapter presents the results and discussion of the data taken from the gathered results. The collected data were tabulated, discussed and interpreted using appropriate statistical analysis of the results. The findings are systematically organized according to the research questions posed in this study.

Results

The study analyzed survey responses among school heads and teachers in Carmen I District, Schools Division of Bohol. Data was examined using descriptive statistics to profile respondents and assess the level of awareness and implementation of the mediation strategies and mechanisms. Inferential statistics tested relationships between variables.

Profile of the Respondents

Tables 2 to 12 show the profiles of the respondents in terms of the school heads' age, sex, years of administrative experience, highest educational attainment, designation/position, and number of relevant training/seminars attended as well as teachers' age, sex, years of teaching experience, highest educational attainment, and number of relevant training/seminars attended.

Age. Table 2 presents the frequency and percentage distribution of school heads by age group in Carmen I District, Schools Division of Bohol. The data reveals that the majority of school heads fall within the 46-49 years old and 54-57 years old age brackets, each representing 27.27 percent of the total population. School heads aged 42-45 years old and 58-60 years old each comprise 18.18 percent of the sample. The least represented age group is 50-53 years old, accounting for only 9.09 percent of the school heads. The overall mean age is 50.64 years with a standard deviation of 5.89 years, indicating that the ages are relatively clustered around the mean with moderate variability.

Table 2
Frequency and Percentage Distribution on the Age of the School Heads

Age Group	f	%
42-45 years old	2	18.18
46-49 years old	3	27.27
50-53	1	9.09
54-57 years old	3	27.27
58-60 years old	2	18.18
Total	11	100.00
Overall Mean	50.64	
Standard Deviation	5.89	

Sex. Table 3 presents the frequency and percentage distribution of school heads by sex in Carmen I District, Schools Division of Bohol.

Table 3
Frequency and Percentage Distribution on the Sex of the School Heads

Sex	f	%
Male	3	27.27
Female	8	72.73
Total	11	100.00

The data reveals a significant gender disparity in educational leadership positions, with female school heads comprising the majority at 72.73 percent of the total population. Male school heads represent 27.27 percent of the sample. This distribution indicates that nearly three-fourths of the administrative positions in the district are occupied by female leaders, demonstrating a clear predominance of women in educational management roles within the study area. The gender distribution among school heads in Carmen I District reveals a notable female predominance, with

72.73 percent of leadership positions occupied by women compared to 27.27 percent held by men. This demographic pattern has significant implications for the awareness and implementation of mediation strategies and mechanisms, particularly when viewed through the lens of Communication Accommodation Theory (Giles, 1973). Female administrators often demonstrate enhanced communication accommodation skills, adapting their approaches to minimize differences and foster inclusive relationships during conflict resolution processes, which aligns with the theory's emphasis on convergence activities for relationship development.

The substantial representation of female school heads supports effective implementation of child protection policies as mandated by DepEd Order No. 40, s. 2012.

Years of Administrative Experience. Table 4 presents the frequency and percentage distribution of school heads by years of administrative experience in Carmen I District, Schools Division of Bohol. The data reveals that the largest proportion of school heads have less than 10 years of administrative experience, representing 45.45 percent of the total population. School heads with 20 years and above of administrative experience and those with 10-19 years of experience each comprise 27.27 percent of the sample. This distribution indicates that nearly half of the school heads in the district are relatively new to administrative roles, while the remaining positions are equally divided between moderately experienced and highly experienced administrators.

Table 4
Frequency and Percentage Distribution on the Years of Administrative Experience of the School Heads

Years of Administrative Experiences	f	%
20 years and above	3	27.27
10 - 19 years	3	27.27
Less than 10 years	5	45.46
Total	11	100.00

The administrative experience distribution among school heads in Carmen I District presents a unique leadership landscape, with 45.45 percent of administrators having less than 10 years of experience, while those with 10-19 years and 20 years and above each represent 27.27 percent of the sample. This demographic profile has significant implications for the awareness and implementation of mediation strategies and mechanisms, particularly when analyzed through the Communication Accommodation Theory framework proposed by Giles (1973). Newer administrators may demonstrate greater flexibility in adapting their communication methods and mediation approaches based on contemporary best practices, while experienced leaders bring established conflict resolution expertise developed through years of practical application.

The substantial representation of school heads with less than 10 years of administrative experience suggests potential challenges in implementing comprehensive mediation strategies as outlined in the DECS 2000 Manual and various DepEd orders. Kayanda and Tangi (2022)

identified that heads of schools often face challenges in managing conflict due to lack of conflict management skills, which may be particularly pronounced among newer administrators.

Highest Educational Attainment. Table 5 presents the frequency and percentage distribution of school heads by highest educational attainment in Carmen I District, Schools Division of Bohol.

Table 5
Frequency and Percentage Distribution on the Highest Educational Attainment of the School Heads

Highest Educational Attainment	f	%
Master's Units	6	54.55
Master's Degree	3	27.27
Doctorate Units	1	9.09
Doctorate Degree	1	9.09
Total	11	100.00

The data reveals that the majority of school heads have Master's Units, comprising 54.55 percent of the total population. School heads with completed Master's Degree represent 27.27 percent of the sample. Those with Doctorate Units and completed Doctorate Degree each account for 9.09 percent of the school heads. This distribution indicates that all administrators have pursued graduate-level education, with the majority currently engaged in or having completed master's level studies, while a smaller proportion has advanced to doctoral-level academic preparation.

The educational attainment profile of school heads in Carmen I District demonstrates a strong commitment to advanced academic preparation, with 54.55 percent holding Master's Units and 27.27 percent having completed Master's Degrees, totaling 81.82 percent with master's level education. This educational foundation significantly impacts their capacity for implementing mediation strategies and mechanisms, particularly when analyzed through the Communication Accommodation Theory framework. Giles (1973) emphasized that individuals with higher educational backgrounds possess enhanced abilities to modify their communication methods and adapt their approaches based on situational requirements, which is crucial for effective conflict resolution in diverse educational settings.

The predominance of school heads with Master's Units suggests ongoing professional development and commitment to continuous learning, which directly supports the implementation of complex mediation frameworks outlined in the Philippine Professional Standards for School Heads. Creasy (2015) highlighted that professional educators demonstrate enhanced capabilities through continuous professional development, effective communication, and adherence to ethical standards. The educational profile of Carmen I District school heads indicates strong potential for sophisticated understanding and application of grievance machinery, child protection policies, and conflict resolution practices as mandated by various DepEd orders.

The presence of 18.18 percent of school heads with doctoral-level education (either completed degrees or units) provides the district with administrators possessing advanced theoretical knowledge and research-based understanding of educational management principles. This aligns with findings from Zhou et al. (2025), which demonstrated that principals with higher levels of preparation exhibit more effective problem-solving strategies and enhanced emotional intelligence competencies essential for conflict management. Doctoral-prepared administrators bring scholarly perspectives to mediation implementation, potentially contributing to evidence-based approaches and innovative conflict resolution methodologies.

From the perspective of Structural Functionalism theory, the advanced educational preparation of school heads supports their understanding of educational institutions as essential components serving socialization, skill development, and cultural transmission functions (McLeod & Guy-Evans, 2024). Thompson (2024) emphasized that effective educational leaders must comprehend how their roles contribute to social equilibrium and institutional stability. The graduate-level education of Carmen I District administrators enhances their capacity to implement mediation strategies that maintain systemic balance while addressing stakeholder concerns effectively.

Furthermore, the educational preparation of school heads has direct implications for implementing Negotiation Theory principles proposed by Fisher and Ury (1981). Advanced academic preparation typically includes exposure to interest-based bargaining concepts, collaborative problem-solving methodologies, and mutual gain approaches that are essential for effective mediation. School heads with master's and doctoral-level education possess theoretical foundations necessary for understanding root causes of conflicts rather than focusing solely on surface-level positions, enabling more sustainable resolution outcomes.

The high level of educational attainment also addresses concerns raised in the background literature regarding inconsistent implementation of mediation strategies. Orale and Uy (2019) found that numerous educators rely on informal solutions instead of formal procedures, potentially reflecting inadequate preparation for implementing structured frameworks. The advanced educational profile of Carmen I District school heads suggests enhanced capacity for understanding and implementing formal mediation mechanisms as required by RA 9155 and the School-Based Management Framework.

The educational distribution supports effective implementation of institutional support systems and professional development programs. Seno and Paglinawan (2024) emphasized that institutional support significantly influences organizational effectiveness and instructional quality. School heads with advanced educational preparation demonstrate greater understanding of adult learning principles and professional development methodologies, enabling them to design and implement capacity-building programs that enhance mediation competencies among their staff members.

Additionally, the educational attainment profile has implications for documentation and compliance with professional standards. Msangi (2024) highlighted the importance of systematic approaches to conflict resolution and proper documentation protocols. Graduate-prepared administrators possess research skills and analytical capabilities necessary for maintaining comprehensive records, evaluating mediation effectiveness, and implementing continuous improvement processes that align with Results-Based Performance Management System requirements.

The presence of school heads pursuing or completing advanced degrees also indicates commitment to evidence-based practice and scholarly inquiry. This educational foundation supports the implementation of research-informed mediation strategies and contributes to the development of localized approaches that address the specific socio-cultural contexts of rural educational environments as emphasized in the study's background literature regarding the need for tailored intervention programs in Carmen I District.

Designation/Position. Table 6 presents the frequency and percentage distribution of school heads by designation or position in Carmen I District, Schools Division of Bohol. The data reveals that Teachers-in-Charge constitute the largest group, representing 45.45 percent of the total school leadership positions. Principals I-II comprise 27.27 percent of the sample, while Head Teachers I-II, Head Teachers III-IV, and Principals III-IV each account for 9.09 percent of the school heads. This distribution indicates that nearly half of the schools in the district are led by Teachers-in-Charge, suggesting a predominance of smaller educational institutions, while the remaining schools are managed by formally designated head teachers and principals at various professional levels.

Table 6
Frequency and Percentage Distribution on the Designation/Position of the School Heads

Designation / Position	f	%
Teacher-in-Charge	5	45.46
Head Teacher I-II	1	9.09
Head Teacher III-IV	1	9.09
Principal I-II	3	27.27
Principal III-IV	1	9.09
Total	11	100.00

The designation profile of school heads in Carmen I District reveals a distinctive administrative structure, with 45.45 percent serving as Teachers-in-Charge, which has significant implications for the awareness and implementation of mediation strategies and mechanisms. This predominance of Teachers-in-Charge suggests that nearly half of the educational institutions in the district are smaller schools that have not yet achieved the enrollment or organizational complexity necessary for formal principal or head teacher designations. From the Communication Accommodation Theory perspective proposed by Giles (1973), Teachers-in-Charge face unique challenges in modifying their communication methods as they must transition between

instructional and administrative roles while implementing mediation strategies across diverse stakeholder groups.

From the perspective of Structural Functionalism theory, the designation distribution reflects varying levels of institutional complexity and organizational development within the district. McLeod and Guy-Evans (2024) emphasized that educational institutions serve essential functions in socialization, skill development, and cultural transmission, requiring leaders who understand these systemic roles. Formally designated head teachers and principals typically receive specialized preparation for understanding organizational dynamics and implementing policies that maintain institutional stability, while Teachers-in-Charge may require additional support in comprehending these broader responsibilities.

The designation profile also influences the implementation of transformational leadership approaches in mediation practices. Hermawati and Wahjoedi (2022) demonstrated that transformational leaders who prioritize mediation create cohesive strategies addressing both immediate and underlying organizational issues. Teachers-in-Charge may face challenges in developing transformational leadership competencies due to limited administrative preparation and ongoing instructional responsibilities, potentially affecting their ability to implement comprehensive mediation frameworks within their institutions.

Furthermore, the administrative structure has implications for emotional intelligence development and conflict management effectiveness. Zhou et al. (2025) found that principals with higher emotional intelligence demonstrate superior problem-solving strategies and reduced reliance on forcing or avoiding behaviors during conflict resolution. The designation distribution suggests varying levels of emotional intelligence development, with formally appointed principals likely possessing more advanced competencies compared to Teachers-in-Charge who may require targeted professional development in this area.

The designation distribution also influences the development and sustainability of conflict resolution practices. Jeannis (2023) emphasized that successful mediation programs require robust institutional support and empowerment of participants through skill development. Teachers-in-Charge may face challenges in providing comprehensive institutional support due to limited administrative authority and competing instructional responsibilities, potentially affecting the long-term sustainability of mediation initiatives within their schools.

Number of Relevant Trainings and Seminars Attended. Table 7 presents the frequency and percentage distribution of school heads by number of relevant trainings and seminars attended in Carmen I District, Schools Division of Bohol. The data reveals that the majority of school heads have attended 1-5 trainings and seminars, representing 54.55 percent of the total population. Two school heads have attended 25 trainings, comprising 18.18 percent of the sample. School heads with zero trainings, 50 trainings, and 120 trainings each account for 9.09 percent of the population. The overall mean number of trainings attended is 19.09 with a standard deviation of 35.42,

indicating substantial variability in professional development exposure among the school heads in the district.

Table 7
Frequency and Percentage Distribution on the Number of Relevant Trainings and Seminars Attended of the School Heads

Number of Seminars and Trainings	f	%
0	1	9.09
1-5	6	54.55
25	2	18.18
50	1	9.09
120	1	9.09
Total	11	100.00
Overall Mean	19.09	
Standard Deviation	35.42	

The distribution of relevant trainings and seminars attended by school heads in Carmen I District reveals significant disparities in professional development exposure, with 54.55 percent having attended only 1-5 sessions while others have participated in substantially more comprehensive development programs. This variation has profound implications for the awareness and implementation of mediation strategies and mechanisms, particularly when analyzed through the Communication Accommodation Theory framework. Giles (1973) emphasized that effective communication modification requires understanding of social differences and situational requirements, competencies typically developed through structured professional development programs that expose administrators to diverse conflict resolution methodologies and stakeholder management approaches.

The substantial representation of school heads with minimal training exposure (1-5 sessions) aligns with concerns raised in the background literature regarding limited access to relevant professional development opportunities. The study's background specifically noted that teachers in rural areas participate in fewer pertinent seminars as referenced in DepEd Order No. 31, s. 2018, restricting their access to optimal methods for implementing mediation strategies. This finding is particularly concerning given that 9.09 percent of school heads have attended zero relevant trainings, suggesting potential gaps in foundational knowledge necessary for implementing grievance machinery, child protection policies, and conflict resolution practices as mandated by various regulatory frameworks.

The training distribution also has implications for implementing Face-Negotiation Theory principles in conflict resolution processes. Molter (2019) emphasized that effective mediation requires cultural sensitivity and understanding of face-threatening versus face-saving behaviors, competencies typically developed through specialized professional development programs. School heads with substantial training exposure likely possess enhanced awareness of cultural nuances

and interpersonal dynamics essential for navigating complex mediation scenarios while maintaining respect and dignity for all stakeholders involved.

The substantial standard deviation of 35.42 indicates extreme variability in professional development exposure, which may contribute to inconsistent implementation of mediation strategies across schools within the district. This aligns with findings from Zhou et al. (2025), which demonstrated that principals with enhanced preparation exhibit superior problem-solving strategies and emotional intelligence competencies essential for effective conflict management. The training disparities suggest that some administrators possess advanced mediation capabilities while others may rely on intuitive approaches without theoretical foundations or evidence-based methodologies.

Furthermore, the training profile affects the implementation of transformational leadership approaches in mediation practices. Hermawati and Wahjoedi (2022) demonstrated that transformational leaders who prioritize mediation create comprehensive strategies addressing both immediate and underlying organizational issues. School heads with extensive training exposure likely possess enhanced understanding of transformational leadership principles and their application to conflict resolution, while those with minimal development may require targeted interventions to develop these competencies effectively.

Age. Table 8 presents the frequency and percentage distribution of teachers by age group in Carmen I District, Schools Division of Bohol.

Table 8
Frequency and Percentage Distribution on the Age of the Teachers

Age Group	f	%
20-24 years old	1	0.95
25-29 years old	8	7.62
30-34 years old	21	20.00
35-39 years old	15	14.29
40-44 years old	21	20.00
45-49 years old	14	13.33
50-54 years old	8	7.62
55-59 years old	9	8.57
60-64 years old	8	7.62
Total	105	100.00
Overall Mean		
Standard Deviation		

The data reveals that teachers aged 30-34 years old and 40-44 years old constitute the largest groups, each representing 20.00 percent of the total teacher population. Teachers in the 35-39 years old bracket comprise 14.29 percent, while those aged 45-49 years old represent 13.33 percent of the sample. Teachers in the 55-59 years old group account for 8.57 percent, while those aged 25-29, 50-54, and 60-64 years old each comprise 7.62 percent. The youngest age group of

20-24 years old represents only 0.95 percent of the teaching force. The overall mean age is 42.18 years with a standard deviation of 10.94 years, indicating moderate variability in teacher ages across the district, with the youngest teacher being 24 years old and the oldest being 63 years old.

The age distribution of teachers in Carmen I District demonstrates a mature teaching force with an overall mean age of 42.18 years, indicating substantial professional experience that significantly impacts their awareness and implementation of mediation strategies and mechanisms. The dual peaks at 30-34 years old and 40-44 years old, each representing 20.00 percent of the teaching population, suggest a concentration of educators in their prime professional years who possess sufficient experience to understand complex mediation frameworks while maintaining energy and adaptability for implementing innovative conflict resolution approaches. This demographic profile aligns with Communication Accommodation Theory principles proposed by Giles (1973), as mature teachers possess enhanced abilities to modify their communication methods based on diverse stakeholder needs and situational requirements during mediation processes.

Sex. Table 9 presents the frequency and percentage distribution of teachers by sex in Carmen I District, Schools Division of Bohol.

Table 9
Frequency and Percentage Distribution on the Sex of the Teachers

Sex	f	%
Male	18	17.14
Female	87	82.86
Total	105	100.00

The data reveals a significant gender disparity in the teaching force, with female teachers comprising the overwhelming majority at 82.86 percent of the total population. Male teachers represent 17.14 percent of the sample. This distribution indicates that more than four-fifths of the teaching positions in the district are occupied by female educators, demonstrating a pronounced female predominance in educational instruction roles within the study area.

The gender distribution among teachers in Carmen I District reveals an overwhelming female predominance, with 82.86 percent of teaching positions occupied by women compared to 17.14 percent held by men. This demographic pattern has significant implications for the awareness and implementation of mediation strategies and mechanisms, particularly when analyzed through the Communication Accommodation Theory framework proposed by Giles (1973). Female educators often demonstrate enhanced communication accommodation skills, adapting their interpersonal approaches to minimize differences and foster inclusive classroom environments, which directly translates to superior capabilities in implementing mediation strategies that require careful attention to stakeholder needs and relationship preservation during conflict resolution processes.

Years of Teaching Experience. Table 10 presents the frequency and percentage distribution of teachers by years of teaching experience in Carmen I District, Schools Division of Bohol. The data reveals that teachers with less than 10 years of experience constitute the largest group, representing 42.86 percent of the total teaching population. Teachers with 10-19 years of experience comprise 37.14 percent of the sample, while those with 20 years and above of experience account for 20.00 percent of the teaching force. This distribution indicates that the majority of teachers in the district are in the early to middle stages of their careers, with nearly two-fifths having limited experience, more than one-third possessing moderate experience, and one-fifth representing veteran educators with extensive classroom experience.

Table 10
Frequency and Percentage Distribution on the Years of Teaching Experience of the Teachers

Years of Teaching Experiences	f	%
20 years and above	21	20.00
10 - 19 years	39	37.14
Less than 10 years	45	42.86
Total	105	100.00

The teaching experience distribution in Carmen I District reveals a predominantly early to mid-career teaching force, with 42.86 percent having less than 10 years of experience and 37.14 percent possessing 10-19 years of experience, totaling 80.00 percent of educators in developmental stages of their professional careers. This demographic profile has significant implications for the awareness and implementation of mediation strategies and mechanisms, particularly when analyzed through the Communication Accommodation Theory framework proposed by Giles (1973). Teachers with limited experience may demonstrate greater flexibility in adapting their communication methods and conflict resolution approaches based on contemporary best practices, while also requiring additional support to develop sophisticated understanding of institutional dynamics and stakeholder management essential for effective mediation implementation.

The presence of 37.14 percent of teachers with 10-19 years of experience provides Carmen I District with educators who possess sufficient classroom experience to understand conflict dynamics while remaining receptive to professional development in mediation strategies. This demographic segment represents optimal candidates for implementing Face-Negotiation Theory principles, as they have encountered diverse interpersonal situations while maintaining openness to learning evidence-based approaches for managing face-threatening and face-saving behaviors during conflict resolution processes. Molter (2019) emphasized that effective mediation requires cultural sensitivity and understanding of interpersonal dynamics, competencies that develop through sustained professional experience combined with appropriate theoretical preparation.

IV. Conclusion

Based on the salient findings, the following conclusions were drawn:

1. The demographic profile of respondents in Carmen I District reveals a mature educational workforce with substantial female representation and advanced academic preparation, though characterized by significant disparities in professional development exposure, particularly among administrative personnel. This profile suggests strong foundational competencies for mediation development while highlighting critical need for systematic professional development enhancement, especially among school heads serving as Teachers-in-Charge without formal administrative preparation in mediation frameworks.
2. The awareness of mediation strategies and mechanisms demonstrates a hierarchical pattern where teachers consistently outperform school heads across all domains, with the most concerning gap emerging in conflict resolution awareness where administrators show neutral understanding despite institutional leadership responsibilities. This pattern contradicts traditional expectations of administrative expertise and indicates systematic gaps in leadership preparation that may compromise institutional capacity for comprehensive mediation implementation as mandated by various DepEd orders and professional standards frameworks.
3. The implementation of mediation strategies and mechanisms reveals generally positive effectiveness across all domains, with notable convergence in grievance machinery implementation and teacher superiority in most areas except ethical standards where school heads demonstrate enhanced perception. This implementation success despite awareness disparities suggests that institutional frameworks and regulatory requirements have driven effective practices, though systematic enhancement of administrative awareness remains essential for sustained implementation improvement and comprehensive mediation capacity development.
4. The relationship between demographic characteristics and mediation awareness validates the critical importance of systematic professional development over personal attributes in determining mediation competency. The consistent significant correlations between teacher training exposure and awareness across all domains, contrasted with non-significant administrative correlations despite moderate effect sizes, demonstrates that targeted professional development successfully enhances mediation awareness while highlighting urgent need for enhanced administrative capacity-building programs.
5. The relationship between demographic characteristics and mediation implementation mirrors awareness correlation patterns, reinforcing the primacy of professional development in determining implementation effectiveness. The significant correlations between teacher characteristics and implementation perception, particularly in professional development and educational attainment domains, validates the capacity-building approach while emphasizing

the critical need for differentiated enhancement programs that address administrative preparation gaps.

6. The relationship between awareness and implementation of mediation strategies reveals robust positive correlations across all domains, indicating that enhanced awareness successfully translates to improved implementation effectiveness. The strongest correlations within matching domains and significant cross-domain relationships demonstrate that comprehensive mediation competency development requires integrated approaches that address both theoretical understanding and practical application skills, supporting the effectiveness of systematic awareness enhancement for implementation improvement.
7. The enhancement program development should prioritize systematic administrative professional development while leveraging existing implementation strengths and teacher competencies to create comprehensive mediation capacity throughout Carmen I District. The program must address the critical awareness gaps among administrative personnel through targeted interventions that build upon positive implementation foundations while ensuring sustainable mediation competency development that meets regulatory requirements and institutional needs for effective conflict resolution and stakeholder support.

Recommendations

Based on the salient findings and conclusions, the following recommendations are advocated:

1. The Schools Division of Bohol should establish comprehensive demographic-based professional development programs that address the specific needs of different stakeholder groups, with particular emphasis on systematic administrative preparation for school heads serving as Teachers-in-Charge and targeted capacity-building that leverages the advanced educational preparation of both school heads and teachers to enhance mediation competency development throughout Carmen I District's educational institutions.
2. The Division should implement intensive awareness enhancement programs specifically targeting administrative personnel to address the critical gaps in conflict resolution understanding and the hierarchical awareness disparities identified throughout the study. These programs should prioritize systematic preparation in DECS 2000 Manual requirements, formal mediation frameworks, and evidence-based conflict resolution methodologies that enable administrative leadership in comprehensive mediation implementation.
3. School administrators should strengthen and systematize the positive implementation practices identified in the study, particularly the convergent grievance machinery effectiveness and superior ethical standards implementation, while addressing implementation gaps through enhanced institutional support systems and professional development opportunities that build upon existing strengths to achieve comprehensive mediation effectiveness across all domains.

4. The Department of Education should develop differentiated professional development programs that address the significant training disparities identified between and within stakeholder groups, emphasizing systematic capacity-building approaches that ensure equitable access to mediation training while addressing the extreme variability in administrative professional development exposure that currently limits comprehensive mediation competency development.
5. Educational institutions should establish systematic mechanisms that leverage the strong correlations between demographic characteristics and mediation competency among teachers while developing enhanced support systems for administrative personnel to achieve similar correlation patterns. These mechanisms should emphasize mentorship programs, collaborative learning communities, and peer support systems that facilitate knowledge transfer and competency development across all stakeholder groups.
6. The Division should capitalize on the robust awareness-implementation correlations by prioritizing awareness enhancement as the foundation for implementation improvement, developing integrated professional development programs that address both theoretical understanding and practical application skills while ensuring systematic competency development that translates enhanced awareness into sustained implementation effectiveness across all mediation domains.
7. Carmen I District should implement a comprehensive mediation enhancement program that addresses the specific awareness and implementation gaps identified in the study through systematic professional development, institutional support enhancement, and capacity-building initiatives that leverage existing strengths while ensuring comprehensive mediation competency development that meets regulatory requirements and institutional needs for effective conflict resolution and stakeholder support within the district's educational framework.

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