

CONFLICT RESOLUTION PRACTICES OF SCHOOL ADMINISTRATORS AND THEIR EFFECTS: BASIS FOR A TAILORED CONFLICT MANAGEMENT PROGRAM

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Abstract — This study explored the relationship between the personal and professional profiles of school heads and teachers and their perceptions of the extent of implementation and the effects of dispute resolution methods in selected basic education and aims to investigate the methods employed by school administrators in resolving teachers' disputes in Buenavista II and Sierra Bullones District, DepEd Schools Division of Bohol during School Year 2025-2026, with the end view of developing a tailored conflict management program. The research involved a total population of 278 participants, comprising 65 male and 213 female teachers. Using a quantitative research design, multiple regression and Pearson correlation analyses were employed to examine the impact of variables such as age, sex, civil status, educational attainment, length of experience, and training on how school leaders and teachers manage and perceive conflict outcomes. The findings revealed that the profile variables of both school heads and teachers had no significant influence on their perceived extent of implementation or effects of dispute resolution methods. However, among the different strategies examined, the collaborating, competing, and to some extent, compromising styles showed a more significant and positive correlation with favorable outcomes such as higher dispute resolution rates, improved post-resolution relationships, and reduced recurrence of disputes. Conversely, accommodating and avoiding strategies were found to have weak or negative associations with desired conflict resolution outcomes. The results align

with established theories of conflict management, including those of Griffin, Hynes, and Valente, who emphasize the constructive role of strategic communication and collaboration in resolving organizational conflict. Based on the results, a conflict management program is recommended for both school administrators and teachers that includes targeted training on effective conflict resolution strategies, communication enhancement, and leadership support systems. These findings underscore the importance of strengthening institutional mechanisms that support proactive and strategic conflict resolution in schools. The study also offers implications for policy development and leadership training in educational institutions to ensure a healthy work environment that fosters collaboration, retention, and professional growth.

Keywords: Conflict Resolution, School Administration, Teacher Perceptions, Dispute Management, Collaborative Strategies

I. INTRODUCTION

Teachers are an organization's most valuable resource, and their job satisfaction is crucial for effective school functioning. However, issues like insufficient remuneration, lack of professional development opportunities, and poor conflict resolution can lead to dissatisfaction. Existing conflict management frameworks are often generic and not tailored to specific school needs. This study aims to address these gaps by investigating administrators' conflict resolution practices and creating a customized conflict management program to improve school relationships and performance.

Statement of the Problem

This study aims to investigate the methods employed by school administrators in resolving teachers' disputes in Buenavista II and Sierra Bullones District, DepEd Schools Division of Bohol during School Year 2025-2026, with the end view of developing a tailored conflict management program.

Specifically, the study seeks answers to the following questions.

1. What is the profile of the respondents in terms of:

1.1 School Heads;

1.1.1 Age;

1.1.2 Sex;

1.1.3 Civil Status;

1.1.4 Educational Attainment;

1.1.5 Position/Designation;

1.1.6 Length of Administrative Experience; and

1.1.7 Number of Relevant Seminars and Trainings Attended?

1.2 Teachers;

1.2.1 Age;

1.2.2 Sex;

1.2.3 Civil Status;

1.2.4 Educational Attainment;

1.2.5 Length of Teaching Experience; and

1.2.6 Number of Relevant Seminars and Trainings Attended?

2. What is the perceived extent of implementation of school administrators' dispute resolution methods in terms of:

2.1 accommodating;

2.2 avoiding;

2.3 collaborating;

- 2.4 competing; and
- 2.5 compromising?
3. What are the perceived effects of implemented dispute resolution methods in terms of:
 - 3.1 dispute resolution rate;
 - 3.2 post-resolution relationship quality;
 - 3.3 teacher retention post-dispute;
 - 3.4 recurrence of similar disputes; and
 - 3.5 implementation of agreed solutions?
4. Is there a significant relationship between the profile of the respondent groups and the perceived extent of implementation of school administrators' dispute resolution methods?
5. Is there a significant relationship between the profile of the respondent groups and the perceived effects of implemented dispute resolution methods?
6. Is there a significant relationship between the perceived extent of implementation of school administrators' dispute resolution methods and the perceived effects of implemented dispute resolution methods?
7. Based on the findings of the study, what conflict management program can be developed?

II. METHODOLOGY

The study used a descriptive-correlational research design to investigate the profiles of respondents (school administrators and teachers) and examine relationships between variables. The design allowed for systematic description of profiles and exploration of correlations. Data was collected via questionnaire, and analyzed using percentage, simple mean, and sum of ranks. The study followed standard ethical procedures, including obtaining necessary permissions.

III. RESULTS AND DISCUSSION

Age. The demographic profile of the school heads in terms of age, reveals that the majority of respondents fall within the age bracket of 42-48 years (33.3%), followed by those aged 49-55 years (25.9%), and 56-62 years (18.5%). The youngest groups 28-34 and 35-41 comprise only 11.1% each. This shows a concentration of leadership in the more mature age brackets, indicating that school leadership is dominated by individuals in their middle to late careers. Age can play a significant role in how school heads perceive, manage, and respond to conflict

Sex. Shows that 55.6% of the school heads are female, while 44.4% are male, suggesting a slightly female-dominated leadership cohort. This gender distribution may have implications for how conflict is approached and resolved. Literature suggests that men and women often manage conflict differently due to socialization patterns women are often inclined toward collaboration and communication, while men may lean towards assertiveness and control. Therefore, the gender composition among school heads may contribute to different leadership dynamics, especially in navigating emotionally charged or value-driven conflicts within school communities.

Civil Status. The data on civil status indicates that the majority of school heads are married (59.3%), followed by single (29.6%), with smaller percentages of widowed (7.4%) and separated (3.7%). Civil status may indirectly affect leadership effectiveness and conflict management due to potential influences on emotional resilience, availability, and interpersonal relationships..

Highest Educational Attainment. It presents data on the school heads' highest educational attainment, showing a strong inclination toward advanced degrees: 29.6% hold a Master's Degree, another 29.6% have Doctorate Units, and 22.2% are Doctorate CAR (Candidate for Academic Requirements). Only 7.4% have completed their Doctorate, while 11.1% have a Master's CAR. This academic background suggests that most school heads are not only qualified but actively pursuing higher education. A high level of educational attainment is linked to more informed, reflective, and systemic approaches to conflict. However, education alone does not prevent conflict differences in intellectual outlook or theoretical approaches to leadership and pedagogy can also become sources of internal conflict, especially in a knowledge-rich environment.

Length of Administrative Experience. The data reveals that the majority of school heads (51.9%) have between 10 to 19 years of administrative experience, indicating a workforce largely composed of seasoned but still actively evolving leaders. A significant portion (25.9%) have over 20 years of experience, representing a group of highly experienced administrators likely to rely on established leadership styles and traditional conflict resolution methods. Meanwhile, 22.2% have less than 10 years of experience, suggesting the presence of newer leaders who may be more adaptable and open to modern approaches but less tested in real-world conflict scenarios

Seminars/ trainings attended. Shows that most school heads have attended national (37.0%) and regional (29.6%) seminars and trainings, which suggests a strong engagement with broader educational directives and regional issues. A smaller but notable percentage (22.2%) have participated in international trainings, potentially enriching their conflict resolution strategies with global perspectives. However, only 11.1% attended division-level seminars, which are often more practical and locally focused critical for addressing day-to-day school-level conflicts. This imbalance suggests that while many school heads are well-versed in macro-level strategies, there may be a gap in localized conflict handling skills.

TABLE 1 FREQUENCY DISTRIBUTION ON THE DEMOGRAPHIC PROFILE OF SCHOOL HEADS

Age	Frequency	Percent
56-62	5	18.5%
49-55	7	25.9%
42-48	9	33.3%
35-41	3	11.1%
28-34	3	11.1%
Total	27	100.0%
Sex	Frequency	Percent
Male	12	44.4%
Female	15	55.6%
Total	27	100.0%
Civil status	Frequency	Percent
Single	8	29.6%
Married	16	59.3%
Widowed	2	7.4%
Separated	1	3.7%
Total	27	100.0%

Highest Educational Status	Frequency	Percent
Doctorate Degree	2	7.4%
Doctorate Degree-CAR	6	22.2%
Doctorate Degree - Units	8	29.6%
Master's Degree	8	29.6%
Master’s Degree - CAR	3	11.1%
Total	16	100.0%
Length of Administrative experience	Frequency	Percent
20>	7	25.9%
10-19	14	51.9%
<10	6	22.2%
Total	27	100.0%
Number of relevant seminars/ trainings attended	Frequency	Percent
International	6	22.2%
National	10	37.0%
Region	8	29.6%
Division	3	11.1%
Total	27	100.0%

Age. The largest age groups among teachers are those aged 28–34 (28.8%), 35–41 (27.3%), and 42–48 (27.3%), indicating a workforce dominated by younger to mid-career professionals, while only 3.6% are nearing retirement (56–62). This relatively youthful demographic could contribute to a dynamic teaching environment but may also lead to increased intrapersonal conflict, as younger teachers face role stress, unclear expectations, or institutional pressures during their professional adjustment

Sex. A significant gender imbalance exists, with 76.6% female and only 23.4% male teachers, highlighting a highly female-dominated teaching population. While this may reflect broader trends in education, such imbalances can potentially lead to group-based alliances or mismatches in expectations. Gender dynamics might influence communication styles, conflict resolution approaches, or perceived authority, creating conditions for interpersonal conflict when interactions are not managed with sensitivity and inclusivity.

Civil Status. The vast majority of teachers (83.5%) are married, with 12.6% single and very few either widowed or separated. This profile suggests a workforce likely juggling multiple social roles both professional and familial which can lead to role conflict and stress. Married teachers, especially those with family responsibilities, may experience intrapersonal conflict when

institutional demands conflict with personal obligations, leading to emotional strain that can affect job performance.

Highest Educational Attainment. A substantial portion of teachers hold advanced degrees, with 39.2% holding a Master’s CAR and 25.2% a completed Master’s Degree, while only 14.4% hold only a Bachelor’s Degree. While higher qualifications are positive for institutional competence, they may also be a source of expectation mismatch. Additionally, educational disparity among staff might foster interpersonal conflict, especially if those with lower qualifications feel undervalued or overshadowed, potentially disrupting team cohesion and cooperation.

Length of Teaching Experience. Most teachers (57.9%) have 10–19 years of experience, while 30.6% have less than 10 years, and only 11.5% have over 20 years. This range reflects a diverse teaching workforce in terms of professional maturity. However, disparities in experience can result in conflicts over authority, credibility, or influence, especially when less experienced teachers feel unheard, or veteran teachers resist change

Seminars/ Trainings Attended. A rating of 73.4% of teachers attended regional-level seminars, followed by 12.6% at the division level and only 4.0% with international exposure. While this suggests a strong foundation in local educational practices, the limited global and national training may lead to conflict between individual professional goals and institutional opportunities.

TABLE 2. FREQUENCY DISTRIBUTION ON THE DEMOGRAPHIC PROFILE OF TEACHERS

Age	Frequency	Percent
56-62	10	3.6%
49-55	36	12.9%
42-48	76	27.3%
35-41	76	27.3%
28-34	80	28.8%
Total	278	100.0%
Sex	Frequency	Percent
Male	65	23.4%
Female	213	76.6%
Total	278	100.0%

Civil Status	Frequency	Percent
Single	35	12.6%
Married	232	83.5%
Widowed	6	2.2%
Separated	5	1.8%
Total	278	100.0%
Highest Educational Attainment	Frequency	Percent
Doctorate Degree	1	.4%
Doctorate Degree - CAR	1	.4%
Doctorate Degree - Units	3	1.1%
Master's Degree	70	25.2%
Master's Degree-CAR	109	39.2%
Master's Degree-Units	54	19.4%
Bachelor's Degree	40	14.4%
Total	278	100.0%
Length of Teaching Experience	Frequency	Percent
20>	32	11.5%
10-19	161	57.9%
<10	85	30.6%
Total	278	100.0%
Number of relevant seminars/ trainings attended	Frequency	Percent
International	11	4.0%
National	28	10.1%
Region	204	73.4%
Division	35	12.6%
Total	278	100.0%

Summary of Findings. The overall grand mean of 3.45 indicates that school heads perceive their implementation of dispute resolution methods as “Implemented” across the board. Among the five methods, Avoiding ($M = 3.67$) was rated highest, followed closely by Compromising ($M = 3.63$) and Accommodating ($M = 3.53$). This suggests that school leaders are more inclined toward non-confrontational and peace-maintaining strategies rather than assertive or confrontational ones. The methods with the lowest means were Collaborating ($M = 3.35$) and Competing ($M = 3.08$), both interpreted as “Moderately Implemented.” These patterns suggest a cautious leadership style that seeks to maintain harmony and avoid escalations, but may fall short in creating proactive, systemic solutions to deeper organizational tensions.

TABLE 3. SUMMARY RESULTS ON THE LEVEL OF SCHOOL HEADS' PERCEIVED ON EXTENT OF IMPLEMENTATION OF DISPUTE RESOLUTION METHODS

Indicators	Mean	sd	Interpretation
Avoiding	3.67	0.86	Implemented
Compromising	3.63	0.81	Implemented
Accommodating	3.53	0.82	Implemented
Collaborating	3.35	0.87	Moderately Implemented
Competing	3.08	0.81	Moderately Implemented
Grand Mean	3.45	0.83	Implemented

<i>Legend</i>	<i>Range</i>	<i>Description</i>
	4.21-5.00	Highly Implemented
	3.41-4.20	Implemented
	2.61-3.40	Moderately Implemented
	1.81-2.60	Fairly Implemented
	1.00-1.80	Not Implemented

Summary of Findings. Teachers perceive school heads as moderately implementing all five conflict resolution methods (Accommodating, Avoiding, Collaborating, Competing, Compromising), with a grand mean of 3.45. Heads are seen as favoring passive/relational strategies (Accommodating, Avoiding) over more assertive approaches (Competing, Compromising). The mixed and moderate perception suggests situational flexibility, but also potential inconsistency. Recommendations include strengthening collaboration, transparency, and participative leadership, and enhancing institutional structures to improve conflict resolution and organizational effectiveness.

TABLE 4. SUMMARY RESULTS ON THE LEVEL OF TEACHERS' PERCEIVED EXTENT OF IMPLEMENTATION OF DISPUTE RESOLUTION METHOD

Indicators	Mean	sd	Interpretation
Accommodating	3.67	0.86	Moderately Implemented
Avoiding	3.63	0.81	Moderately Implemented
Collaborating	3.53	0.82	Moderately Implemented
Competing	3.35	0.87	Moderately Implemented
Compromising	3.08	0.81	Moderately Implemented
Grand Mean	3.45	0.83	Moderately Implemented

<i>Legend</i>	<i>Range</i>	<i>Description</i>
	4.21-5.00	Highly Implemented
	3.41-4.20	Implemented
	2.61-3.40	Moderately Implemented
	1.81-2.60	Fairly Implemented
	1.00-1.80	Not Implemented

Summary of Findings

School heads perceive their conflict resolution methods as moderately effective (Grand Mean: 3.35), with strengths in Post-Resolution Relationship Quality (3.50) and Implementation of Agreed Solutions (3.41). However, areas like Recurrence of Similar Disputes and Dispute Resolution Rate need improvement. A perception gap exists between school heads and teachers, highlighting the need for collaborative evaluation and leadership development. Recommendations include structured feedback, reflective leadership training, and a comprehensive conflict management framework to enhance effectiveness.

TABLE 5. SUMMARY RESULTS ON THE LEVEL OF SCHOOL HEADS' PERCEIVED ON EXTENT OF PERCEIVED EFFECTS OF IMPLEMENTED DISPUTE RESOLUTION METHODS

Indicators	Mean	sd	Interpretation
Post-Resolution Relationship Quality	3.50	0.91	Implemented
Implementation of Agreed Solutions	3.41	0.74	Implemented
Teacher Retention Post-Dispute	3.33	0.72	Moderately Implemented
Dispute Resolution Rate	3.32	0.76	Moderately Implemented
Recurrence of Similar Disputes	3.19	0.75	Moderately Implemented
Grand Mean	3.35	0.78	Moderately Implemented

<i>Legend</i>	<i>Range</i>	<i>Description</i>
	4.21-5.00	Highly Implemented
	3.41-4.20	Implemented
	2.61-3.40	Moderately Implemented
	1.81-2.60	Fairly Implemented
	1.00-1.80	Not Implemented

Summary of Findings

Teachers perceive dispute resolution methods as moderately implemented (Grand Mean: 2.80), with strengt in Implementation of Agreed Solutions (2.98) but weaknesses in Post-Resolution Relationship Quality (2.59). Teachers feel disputes are managed formally but lack emotional and systemic depth. Recommendations include leadership development in conflict resolution, relational intelligence, and inclusive planning to improve effectiveness and move from moderate to fully effective implementation.

TABLE 6. SUMMARY RESULTS ON THE LEVEL OF TEACHERS' PERCEIVED ON EXTENT OF PERCEIVED EFFECTS OF IMPLEMENTED DISPUTE RESOLUTION METHODS

Indicators	Mean	sd	Interpretation
Implementation of Agreed Solutions	2.98	0.72	Moderately Implemented
Recurrence of Similar Disputes	2.89	0.83	Moderately Implemented
Teacher Retention Post-Dispute	2.85	0.73	Moderately Implemented
Dispute Resolution Rate	2.68	0.76	Moderately Implemented
Post-Resolution Quality	2.59	0.65	Moderately Implemented
Grand Mean	3.31	0.62	Moderately Implemented

<i>Legend</i>	<i>Range</i>	<i>Description</i>
	4.21-5.00	Highly Implemented
	3.41-4.20	Implemented
	2.61-3.40	Moderately Implemented
	1.81-2.60	Fairly Implemented
	1.00-1.80	Not Implemented

Model Summary. The regression analysis shows a moderate correlation ($R=0.598$) between school heads' profiles and perceived implementation of dispute resolution methods, but only 16.4% of the variance is explained by the independent variables ($Adjusted R^2=0.164$). The model lacks strong predictive power, suggesting leadership effectiveness is more about relational dynamics, communication skills, and school culture than demographic profiles. Recommendations include prioritizing human-centric management training, emotional intelligence, negotiation skills, and transparent processes over relying solely on experience or education.

TABLE 7 MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.598	.357	.164	.2664

Table 8 presents the ANOVA results of the same regression model for school heads, testing whether the regression model as a whole is statistically significant. The F-value is 1.851, with a p-value of 0.140, which is greater than the standard alpha level of 0.05. This means that the

regression model is not statistically significant, and we cannot conclude that the independent variables (profiles of school heads) reliably predict the dependent variable (extent of implementation). Essentially, the model lacks sufficient explanatory power. This further reinforces the result from Table 38 that profile variables alone do not significantly affect perceived implementation. The total sum of squares (2.207) reflects the overall variability in the data, and the regression sum of squares (0.788) represents the portion that can be attributed to the model. Since the residual sum of squares (1.419) remains relatively high, it suggests a large portion of the variation is unexplained by the school heads' profiles. Therefore, relying on background information of school heads alone is insufficient to assess their conflict resolution effectiveness. Organizational culture and leadership behavior are more important than static demographic traits.

TABLE 8 ANOVA ANALYSIS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	788	6	.131	1.851	.140
	Residual	1.419	20	.071		
	Total	2.207	26			

Multiple Regression Analysis. None of the school head profile variables (age, sex, civil status, educational attainment, length of administrative experience, seminar attendance) significantly predict the extent of dispute resolution method implementation (p-values > 0.05). The findings suggest a need for a structural, systemic approach to managing school conflict, focusing on universal conflict resolution frameworks, and re-evaluating professional development activities to include practical skills like mediation, empathy-building, and de-escalation techniques.

TABLE 9. MULTIPLE REGRESSION ANALYSIS ON TEST OF RELATIONSHIP BETWEEN THE TEACHERS' PROFILE AND THEIR PERCEIVED SCHOOL CLIMATE

Variables	Beta	p-value	Decision
Age	.481	.351	Not Significant
Sex	.111	.708	Not Significant
Civil Status	-.511	.233	Not Significant
Highest Educational Attainment	.206	.479	Not Significant
Length of Administrative Experience	.406	.285	Not Significant
Seminars/ Trainings	-.340	.510	Not Significant

Model Summary. The regression analysis shows an extremely weak correlation ($R=0.055$) between teachers' profiles and their perceived extent of implementation of dispute resolution methods, with only 0.3% of the variance explained by the independent variables ($R^2=0.003$). The selected profile variables are poor predictors of teachers' perceptions, suggesting that demographics do not significantly shape views on conflict resolution implementation. Recommendations include shifting focus to improving school-wide communication, inclusion, and implementing universal conflict resolution protocols, rather than tailoring interventions to individual teacher backgrounds. demographics.

TABLE 10. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.055	.003	-.019	.50328

ANOVA ANALYSIS. Table 11's ANOVA test shows the regression model between teachers' profiles and perceived implementation of dispute resolution methods is not statistically significant (F-value = 0.138, p-value = 0.991). The model lacks explanatory power, confirming demographic data has little influence on teachers' perceptions.

TABLE 11. ANOVA ANALYSIS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.210	6	.035	.138	.991
	Residual	68.641	271	.253		
	Total	68.851	277			

Table 12 shows no statistically significant relationships (p -values > 0.05) between teacher profile variables (age, sex, civil status, education, experience, seminar/training) and perceived

implementation of dispute resolution methods. Demographic traits don't predict teachers' perceptions; instead, focus on contextual and relational dimensions of school leadership.

TABLE 12. MULTIPLE REGRESSION ANALYSIS ON TEST OF RELATIONSHIP BETWEEN THE PROFILE OF TEACHERS AND THEIR PERCEIVED EXTENT OF IMPLEMENTATION OF SCHOOL ADMINISTRATORS' DISPUTE RESOLUTION METHODS

Variables	Beta	p-value	Decision
Age	-.002	.845	Not Significant
Sex	.026	.789	Not Significant
Civil Status	-.023	.825	Not Significant
Highest Educational Attainment	.053	.687	Not Significant
Length of Teaching Experience	-.097	.492	Not Significant
Seminars/ Trainings	.040	.746	Not Significant

Multiple Regression Analysis. Table 12 shows a moderate correlation ($R=0.540$) between school heads' profiles and perceived effects of dispute resolution methods, but only 29.2% of the variation is explained by the independent variables ($R^2=0.292$). The model is weak and inconsistent, suggesting that factors like interpersonal skills, emotional intelligence, and conflict management training are more influential than demographic profiles. Recommendations include emphasizing behavioral and relational training, competency-based approaches, and conflict-sensitive leadership development over demographic analysis.

TABLE 12. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540	.292	.079	.324

ANOVA ANALYSIS. The ANOVA result (Table 13) is not statistically significant ($p=0.273$), indicating that school heads' profiles do not significantly predict perceived effects of dispute resolution methods. The model fails to account for enough variance, reinforcing that

demographics are not strong predictors. Leadership development programs should focus on enhancing interpersonal effectiveness, and accountability practices should be cultivated institutionally through frameworks and tools rather than relying on personal background or professional characteristics.

TABLE 13. ANOVA ANALYSIS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	867	6	.144	1.372	.273
	Residual	2.105	20	.105		
	Total	2.971	26			

Multiple Regression Analysis. None of the school head profile variables (age, civil status, administrative experience, training, etc.) significantly predict perceived effects of dispute resolution methods (p -values > 0.05). The findings suggest that leadership effectiveness in conflict resolution hinges on personal disposition, leadership style, institutional support, and contextual factors rather than demographic traits. Recommendations include prioritizing reflective practice, emotional regulation, participatory leadership, and practical training in conflict resolution (simulations, case studies, role-playing) over traditional training approaches.

TABLE 14. MULTIPLE REGRESSION ANALYSIS ON TEST OF RELATIONSHIP BETWEEN THE PROFILE OF THE SCHOOL HEADS AND THEIR PERCEIVED EFFECTS OF IMPLEMENTED DISPUTE RESOLUTION METHODS

Variables	Beta	p-value	Decision
Age	.917	.098	Not Significant
Sex	.230	.462	Not Significant
Civil Status	-.827	.073	Not Significant
Highest Educational Attainment	.256	.401	Not Significant
Length of Administrative Experience	-.236	.549	Not Significant
Seminars/ Trainings	-.022	.967	Not Significant

Table 15 shows a very weak correlation ($R=0.066$) between teachers' profiles and perceived effects of dispute resolution methods, with only 0.4% of variance explained by profile variables ($R^2=0.004$). The model lacks explanatory power, suggesting teachers' demographic traits don't influence their perception of dispute resolution effectiveness. Instead, factors like school environment, leadership practices, treatment, fairness, and outcomes drive teachers' evaluations.

TABLE 15. MODEL SUMMARY

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.066	.004	-.018	.476

ANOVA ANALYSIS. Table 16 shows the regression model is not statistically significant (p -value = 0.978, F -value = 0.196), indicating teacher profiles don't predict perceived effects of dispute resolution methods. Almost all variability (61.421/61.688) is unexplained by the model, highlighting demographic attributes' insignificance in shaping perceptions..

TABLE 16. ANOVA ANALYSIS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.267	6	.044	.196	.978
	Residual	61.421	271	.227		
	Total	61.688	277			

Table 17 None of the teacher profile variables (age, sex, civil status, education, experience, training) significantly predict perceived effects of dispute resolution methods (p -values > 0.05). The findings suggest that teacher perceptions are shaped by situational experiences and leadership responsiveness rather than demographic characteristics. Recommendations include revising training programs to be interactive, context-specific, and inclusive of scenario-based role plays, peer mediation techniques, and restorative practices to enhance conflict resolution effectiveness.

TABLE 17. MULTIPLE REGRESSION ANALYSIS ON TEST OF RELATIONSHIP BETWEEN THE PROFILE OF THE TEACHERS AND THEIR PERCEIVED EFFECTS OF IMPLEMENTED DISPUTE RESOLUTION METHODS

Variables	Beta	p-value	Decision
Age	.036	.666	Not Significant
Sex	.018	.858	Not Significant
Civil Status	-.098	.344	Not Significant
Highest Educational Attainment	-.038	.773	Not Significant
Length of teaching Experience	.024	.865	Not Significant
Seminars/ Trainings	.080	.513	Not Significant

Discussion

The study found no statistically significant relationship between profile variables (age, sex, civil status, education, experience, training) of school heads and teachers and their perceived extent of implementation and effects of dispute resolution methods. However, specific conflict resolution styles (e.g., collaborating, avoiding) strongly correlate with post-conflict outcomes like teacher retention, resolution quality, and recurrence of disputes. Collaborating is the most effective strategy, while avoiding and accommodating often lead to unresolved issues. Recommendations include leadership training in flexible, contextually-appropriate conflict management styles, and culture change to address conflict as a systemic issue.

Summary of Findings

For teachers, the findings emphasize the need to shift from passive roles in conflict situations to active participation in dispute resolution. Teachers who rely on avoidance or compliance may find themselves disengaged or dissatisfied with outcomes. Therefore, empowering teachers through training in basic mediation and communication techniques is essential. Additionally, teachers should be encouraged to participate in policy development, particularly in areas related to conflict resolution and interpersonal behavior expectations. This participatory approach can reduce mistrust and improve policy implementation fidelity across the organization. From a policy standpoint, the lack of significance of personal profiles calls for

organizational rather than individual interventions. School systems should develop standardized protocols for conflict resolution that are transparent, inclusive, and focused on sustainable outcomes.

IV. CONCLUSIONS

The study found that demographic profiles (age, sex, civil status, education, experience, training) of school heads and teachers don't significantly influence perceptions of dispute resolution methods. Instead, specific conflict resolution strategies (collaborating, competing) drive desirable outcomes like improved post-conflict relationships, teacher retention, and effective solution implementation. Key Strategies for Success:

- Collaborating: improves post-conflict relationships, teacher retention, and solution implementation
- Competing: can be effective with fairness and clarity
- Avoiding and Accommodating: often lead to unfavorable outcomes (recurrence, lower resolution rates)

Recommendations:

- Foster a culture of collaboration, professional communication, and strategic conflict management
- Develop leadership capacity in flexible, contextually-appropriate conflict management styles
- Prioritize organizational interventions (standardized protocols, training) over individual characteristics

V. RECOMMENDATIONS

Based on conclusions, the following recommendations are forwarded:

1. Collaborative Leadership Training: Conduct regular workshops on collaborative and competing conflict resolution styles for school administrators and teachers.
2. Practical Conflict Management Tools: Equip school leaders with practical conflict management tools as part of their leadership training.
3. Formalized Conflict Policy: Establish a formalized policy outlining procedures, roles, and acceptable strategies for managing conflict.
4. Open Dialogue Culture: Promote a culture of open dialogue where teachers and staff feel safe to express concerns.
5. Regular Conflict Assessments: Regularly assess and document conflict incidents and resolutions to evaluate strategy effectiveness.
6. Collaborative Environment: Foster environments prioritizing mutual understanding and joint problem-solving.
7. Peer Mediation Teams: Establish peer or third-party mediation teams to resolve disputes objectively.
8. Teacher Involvement: Involve teachers in decisions affecting their work environment to improve retention and morale.
9. Emotional Intelligence Training: Incorporate emotional intelligence training for teachers and school leaders.
10. Annual Policy Review: Review conflict strategies and policies annually to ensure alignment with current challenges and best practices.

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