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Conflict Management Strategies of School Administrators and Their Impact on Teachers' Job Satisfaction

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ABSTRACT

This study determined the conflict management strategies employed by school administrators and their impact on teachers' job satisfaction in the Cebu Province Division during the school year 2025–2026. Specifically, it described the respondents' demographic profile, assessed the level of school heads' conflict management strategies in terms of integrating, dominating, compromising, and avoiding strategies, determined the level of teachers' job satisfaction in terms of supervision and working conditions, and examined the relationship between conflict management strategies and teachers' job satisfaction. The study employed a quantitative descriptive-correlational research design involving 44 teacher-respondents selected through universal sampling. Data were gathered using an adapted survey questionnaire and analyzed using frequencies, percentages, weighted means, standard deviations, and Pearson product-moment correlation. The findings revealed that school heads demonstrated a high level of conflict management strategies, with integrating, dominating, and compromising strategies being the most frequently practiced, while avoiding strategies were least utilized. Teachers exhibited a very high level of job satisfaction, particularly regarding working conditions and supervision. Furthermore, a very strong positive and statistically significant relationship was found between school heads' conflict management strategies and teachers' job satisfaction, indicating that effective conflict management is associated with higher teacher satisfaction. Based on these findings, a Conflict Management Action Plan was developed to strengthen school heads' leadership competencies, promote collaborative conflict resolution, enhance organizational climate, and sustain teachers' job satisfaction.

KEYWORDS

Conflict Management Strategies, School Administrators, Teachers' Job Satisfaction, School Leadership, Descriptive-Correlational Research

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1. Introduction

Conflict is inevitable in schools, stemming from differences in perspectives, responsibilities, workloads, resources, and relationships. Administrators' responses shape the work environment and teachers' job satisfaction. Collaboration, open communication, and mutual understanding strengthen professional relationships; poor conflict management can increase tension and dissatisfaction. Conflict management and job satisfaction are linked by the Thomas-Kilmann Conflict Mode Model (Thomas & Kilmann, 1974), which outlines integrating, dominating, compromising, and avoiding strategies. Herzberg's Two-Factor Theory (1959) stresses workplace conditions and supervision, while Leader-Member Exchange Theory emphasizes trust and positive administrator-teacher relationships. Together, these theories show how effective conflict management supports a positive school environment.

In Philippine schools, administrators must resolve workplace disagreements fairly while balancing organizational goals and teachers' welfare. To inform local administrative practice, this study examined how administrators' integrating, dominating, compromising, and avoiding strategies relate to teachers' satisfaction with supervision and working conditions at the identified schools in Cebu Province Division during the school year 2025–2026. It also tested whether the relationship was significant to guide the development of a Conflict Management Action Plan.

2. Literature Review

Conflict management is an essential aspect of school leadership, as differences in perspectives, professional expectations, and administrative responsibilities may create disagreements between school heads and teachers. The Thomas-Kilmann Conflict Mode

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Model identifies five conflict management styles: competing, collaborating, compromising, avoiding, and accommodating, which reflect varying degrees of assertiveness and cooperativeness in addressing disagreements (Otrakji et al., 2025; Thomas, 2008). In educational institutions, using these styles appropriately may help school heads address workplace concerns, facilitate communication, and maintain constructive professional interactions. Collaborative and compromising approaches offer opportunities for dialogue and mutually acceptable solutions, although each style's effectiveness depends on the nature and circumstances of the conflict. The way school heads manage disagreements is therefore an important consideration in understanding the quality of the school working environment and teachers' experiences within the organization (Fook, 2019; Hassan & Berkovich, 2024; Villanueva & Moleño, 2022).

Teachers' job satisfaction is influenced by both the nature of their work and the conditions under which they perform their professional responsibilities. Herzberg et al. (1959), as cited in Ahmed and Sultan (2022) and Rahmat (2023), through the Two-Factor Theory, explained that achievement, recognition, responsibility, and professional growth contribute to positive work experiences, while supervision, interpersonal relationships, organizational policies, and working conditions may affect dissatisfaction. The quality of school head–teacher relationships is particularly relevant here. Drawing on Leader–Member Exchange Theory, Dansereau et al. (1975), as cited in Kansoy (2023) and Liden and Sun (2026), emphasized the importance of the relationship between leaders and individual members, particularly trust and mutual support. In schools, positive relationships characterized by respect, open communication, fairness, and administrative support may strengthen teachers' sense of belonging and satisfaction, whereas strained relationships and perceived unequal treatment may contribute to workplace dissatisfaction (Dogbe et al., 2025; Hasanah & Al Ghazi, 2025; Kogoya et al., 2026). These perspectives highlight school heads' conflict management styles and teacher relationships as factors related to job satisfaction. This study examines these connections to inform responsive leadership and constructive workplace relationships.

3. Purpose of the Study

This study assessed the conflict management strategies of school administrators and their relationship with teachers' job satisfaction at the identified elementary schools in Cebu Province Division during the school year 2025–2026, as a basis for developing a Conflict Management Plan. Specifically, it determined the level of school administrators' conflict management strategies, as perceived by teachers, in terms of integrating, dominating, compromising, and avoiding strategies; assessed teachers' level of job satisfaction in terms of supervision and working conditions; examined whether a significant relationship exists between school administrators' conflict management strategies and teachers' job satisfaction; and developed an appropriate action plan based on the findings of the study.

4. Methodology

This study employed a quantitative descriptive-correlational research design to determine the level of school heads' conflict management strategies and teachers' job satisfaction and to examine the relationship between these variables at the selected schools in Cebu Province Division during the school year 2025–2026. The study was guided by the Input-Process-Output (IPO) model, with the research variables serving as inputs, the data-gathering and statistical analysis procedures as the process, and the proposed Conflict Management Plan as the output. The respondents consisted of 44 teachers selected through universal sampling. Data were gathered using a two-part survey questionnaire comprising an adapted instrument from Jack and Ukaigwu (2018) measuring school administrators' conflict management strategies in terms of integrating, dominating, compromising, and avoiding, and an adopted questionnaire from Ademola et al. (2023) assessing teachers' job satisfaction in terms of supervision and working conditions. Prior to data collection, permission was secured from the Schools Division Superintendent, Public Schools District Supervisor, and administrators. Respondents were informed about the study's purpose, data privacy, and ethical considerations and gave informed consent before completing the questionnaire. Responses were collected, tallied, and tabulated for analysis. Weighted means measured conflict management strategies and teacher job satisfaction; Pearson's r assessed their relationship. Responses were rated on a four-point scale.

5. Results and Discussion

This section discusses the results of the data gathered on the level of conflict management strategies employed by school administrators, as perceived by the teacher-respondents, and their job satisfaction with respect to supervision and working conditions.

5.1 Level of Conflict Management Strategies of School Administrators in Terms of the Integrating Strategy

The integrating strategy is a collaborative approach school administrators use to resolve conflicts by communicating openly, examining root causes, involving parties in finding mutually acceptable solutions, building consensus, and encouraging creative thinking and diverse perspectives. It aims for constructive, lasting resolutions. Table 1 presents the results.

Table 1: *Level of Conflict Management Strategies of School Administrators* in Terms of the Integrating Strategy

n=44

S/N	A. Integrating Strategy	WM	Verbal Description
1	Students' and teachers' conflict issues are investigated before any conflict is resolved	3.84	Very High
2	Students and teachers involved in conflict are always allowed to find a solution to the resolution of the conflict in the school	3.77	Very High
3	Consensus decisions in the resolution of conflicts are often reinforced	3.77	Very High
4	Creative thinking and diversified perspectives are adapted to minimize students' and teachers' conflicts in the school	3.80	Very High
	Aggregate Weighted Mean:	3.80	Very High

Legend: 3.26 – 4.00 Very High; 2.51 – 3.25 High; 1.76 – 2.50 Low; 1.0- 1.75 Very Low

Findings showed that school administrators had a very high level of use of the integrating conflict management strategy (aggregate weighted mean = 3.80), generally using collaborative, problem-solving approaches to address conflicts between teachers and students. Investigating issues before resolving them ranked highest (WM = 3.84), followed by using creative thinking and diverse perspectives to reduce conflict (WM = 3.80). Inviting teachers and students to help find solutions and reinforcing consensus-based decisions each scored 3.77. These results indicate an emphasis on participation, open communication, and shared decisions, which may foster understanding, stronger professional relationships, and a more inclusive, supportive school environment.

The findings align with Maeda (2021), who reported that school administrators frequently used collaborative and compromising approaches to address school-related conflicts, emphasizing stakeholder participation and constructive dialogue. Similarly, Annet (2025) and Luqman et al. (2024) highlighted collaboration and compromise as strategies that encourage cooperation, minimize workplace disagreements, and strengthen professional relationships among school personnel. The results are also supported by Özgenel et al. (2022), whose study emphasized that participative and fair leadership practices contribute to organizational justice and teachers' job satisfaction. Likewise, Yılmaz and Gümüşeli (2024) reported that integrating conflict management was the most frequently used approach among school principals and was associated with lower levels of teachers' organizational cynicism.

5.2 Level of Conflict Management Strategies of School Administrators

in Terms of the Dominating Strategy

The dominating strategy describes how school heads resolve conflicts by exercising authority, making unilateral decisions, enforcing rules, and requiring stakeholder compliance to achieve organizational objectives. Results are presented in Table 2.

Table 2: *Level of Conflict Management Strategies of School Administrators* in Terms of the Dominating Strategy

n=44

S/N	B. Dominating Strategy	WM	Verbal Description
1	Force is not frequently used to resolve conflict in the school	3.64	Very High
2	Students who are involved in conflict are not denied their rights of participation in conflict resolution	3.77	Very High

S/N	B. Dominating Strategy	WM	Verbal Description
3	Lasting resolutions of students' and teachers' conflicts are guaranteed in my schools	3.77	Very High
4	Hasty decisions are not always taken in the management of teachers' and students' conflicts	3.73	Very High
	Aggregate Weighted Mean:	3.73	Very High

Legend: 3.26 – 4.00 Very High; 2.51 – 3.25 High; 1.76 – 2.50 Low; 1.0- 1.75 Very Low

As shown in Table 2, school heads demonstrated a very high level of dominating conflict management, with an aggregate weighted mean of 3.73. This suggests that they generally use authority and decisiveness to address conflicts within the school. The indicators on protecting the participation rights of those involved and seeking lasting resolutions received the highest weighted mean (3.77). Avoiding hasty decisions when managing conflicts between teachers and students followed, with a weighted mean of 3.73. The statement that force is not frequently used to resolve school conflicts had the lowest weighted mean (3.64), though it remained in the very high category. Overall, the findings suggest that school heads exercise authority while considering fairness, participation, and long-term resolution. Their approach uses administrative authority to maintain order without necessarily relying on coercion or immediate unilateral decisions.

The findings are supported by recent studies emphasizing the importance of balanced leadership in conflict management. Niwagaba (2025) found that effective school leaders who exercise authority with fairness and transparency are better able to manage conflicts while maintaining positive relationships among teachers and students. Likewise, studies reported that participatory conflict resolution practices enhance trust, cooperation, and organizational commitment in educational institutions (Luqman et al., 2024b; Qodir & Hanif, 2025). Similarly, Jerab and Mabrouk (2023) emphasized that leaders who combine decisiveness with open communication create healthier organizational climates and achieve more sustainable conflict resolutions. Furthermore, Banwo et al. (2022) highlighted that school leadership characterized by fairness, shared decision-making, and respect for stakeholders contributes significantly to a positive school climate, teacher morale, and effective school functioning.

5.3 Level of Conflict Management Strategies of School Administrators in Terms of the Compromising Strategy

A compromising strategy in conflict management is an approach in which the parties willingly make mutual concessions to reach a solution acceptable to everyone. Table 3 presents the results.

Table 3: *Level of Conflict Management Strategies of School Administrators*in Terms of the Compromising Strategy

n=44

S/N	C. Compromising Strategy	WM	Verbal Description
1	Students and teachers are encouraged to make concessions to resolve their conflicts in school.	3.82	Very High
2	In my school, teachers and students are moderately satisfied irrespective of who wins or loses in any conflict.	3.43	Very High
3	In my school, teachers and students are always allowed to meet privately to settle their conflicts.	3.59	Very High
4	Mutually acceptable solutions to conflicts among students and teachers are guaranteed in my school.	3.8	Very High
	Aggregate Weighted Mean:	3.66	Very High

Legend: 3.26 – 4.00 Very High; 2.51 – 3.25 High; 1.76 – 2.50 Low; 1.0- 1.75 Very Low

As shown in Table 3, the findings indicate a very high level of compromise as a conflict management strategy among school heads, with an aggregate weighted mean of 3.66. This suggests that school administrators frequently encourage conflicting parties to make reasonable concessions and reach mutually acceptable solutions. Among the indicators, encouraging teachers and students to make concessions to resolve conflicts had the highest weighted mean (WM = 3.82), followed by ensuring mutually acceptable solutions to conflicts (WM = 3.80). These results suggest that school heads promote balanced decision-making by giving the parties involved opportunities to participate in resolving disagreements and to consider one another's concerns. Meanwhile, the indicator concerning teachers' and students' moderate satisfaction, regardless of who wins or loses in a conflict, received the lowest weighted mean (WM = 3.43), although it remained within the very high category. This finding suggests that, despite the frequent use of compromise, outcomes may not always satisfy all parties equally, as reaching an agreement often requires individuals to adjust their initial positions or relinquish some preferred outcomes. Overall, the results highlight the importance of compromise as a conflict management approach that facilitates negotiation, promotes cooperation, and helps maintain constructive relationships within the school community.

The findings support the view that compromising is an effective conflict management strategy in educational settings because it balances assertiveness and cooperation, enabling school leaders to preserve harmonious relationships while addressing organizational concerns. These results align with Quitalig (2025), who found that school administrators who frequently used collaborative and compromising conflict management strategies fostered more positive school climates and stronger interpersonal relationships among school personnel. Similarly, Li and Yazid (2024a) reported that constructive conflict management practices, particularly those emphasizing shared decision-making and mutual agreement, contribute to higher employee satisfaction and organizational commitment.

5.4 Level of Conflict Management Strategies of School Administrators in Terms of the Avoiding Strategy

An avoiding strategy is a conflict management approach in which an individual deliberately withdraws from, postpones, or ignores a conflict rather than confronting it directly. Table 4 presents the results.

Table 4: Level of Conflict Management Strategies of School Administrators in Terms of the Avoiding Strategy

n=44

S/N	D. Avoiding Strategy	WM	Verbal Description
1	Teachers and students are encouraged to ignore the conflicting issues for peace to be in the school	1.43	Very Low
2	Teachers and students are afraid of pursuing a matter against the school authority, but instead seek learning	1.51	Very Low
3	Conflicting students' matters were set aside due to pressing administrative and academic issues	1.41	Very Low
4	Principals avoid imposing sanctions on students and teachers to avoid stepping on toes	1.5	Very Low
	Aggregate Weighted Mean:	1.46	Very Low

Legend: 3.26 – 4.00 Very High; 2.51 – 3.25 High; 1.76 – 2.50 Low; 1.0- 1.75 Very Low

As presented in Table 4, the findings revealed a very low level of use of the avoiding conflict management strategy among school administrators, as indicated by the aggregate weighted mean of 1.46. This suggests that school administrators rarely resort to withdrawing from, ignoring, or postponing the resolution of conflicts within the school. Among the indicators, the statement concerning teachers and students being hesitant to pursue concerns against school authority and instead seeking learning opportunities obtained the highest weighted mean (WM = 1.51), although it remained within the very low category. This was followed by the avoidance of imposing sanctions on teachers and students to prevent offending them (WM = 1.50). Meanwhile, encouraging teachers and students to ignore conflicts to maintain school peace (WM = 1.43) and setting aside conflicts because of pressing administrative and academic concerns (WM = 1.41) received the lowest weighted means. These results indicate that respondents generally disagreed with the use of avoidance as a conflict management approach, suggesting that school administrators are more inclined to address disagreements than to disregard or defer them. The limited use of avoidance may reflect a proactive approach to school leadership, in which administrators recognize the importance of responding promptly to

concerns and preventing unresolved disagreements from affecting interpersonal relationships and the overall school environment. Such responsiveness may also encourage open communication, strengthen accountability, and promote a school climate in which conflicts are acknowledged and addressed constructively.

The findings align with recent research showing that effective educational leaders rarely rely on avoidance because unresolved conflicts tend to intensify interpersonal tensions and reduce organizational effectiveness. For example, Fajinmi and Oloyede (2025) reported that school leaders who address conflicts openly and constructively are more likely to cultivate collaborative school cultures and strengthen professional relationships among teachers. Similarly, Kalai and Njiro (2022) found that principals who employ active conflict-resolution strategies promote healthier organizational climates and greater teacher engagement than those who avoid conflict.

5.5 Summary of the Level of Conflict Management Strategies of School Administrators

The summary presents respondents' assessments of the extent to which school heads use integrating, dominating, compromising, and avoiding strategies to manage conflicts within the school. Table 5 presents the results.

Table 5: *Summary Table of the Level of Conflict Management Strategies*of School Administrators

n=44

Conflict Management Strategies	WM	Verbal Description
A. Integrating Strategy	3.80	Very High
B. Dominating Strategy	3.73	Very High
C. Compromising Strategy	3.66	Very High
D. Avoiding Strategy	1.46	Very Low
Aggregate Weighted Mean:	3.16	High

Legend: 3.26 – 4.00 Very High; 2.51 – 3.25 High; 1.76 – 2.50 Low; 1.0- 1.75 Very Low

As presented in Table 5, school administrators demonstrated a high level of conflict management practices, with an aggregate weighted mean of 3.16. Among the four strategies, the integrating strategy obtained the highest weighted mean (WM = 3.80), followed by the dominating strategy (WM = 3.73) and the compromising strategy (WM = 3.66), all of which were interpreted as very high. In contrast, the avoiding strategy received the lowest weighted mean (WM = 1.46), indicating very low utilization. These results suggest that school heads generally favor collaborative, solution-oriented approaches to conflict resolution while also exercising authority and encouraging reasonable concessions when circumstances require. The high rating for the integrating strategy highlights the importance placed on open communication, stakeholder participation, and joint problem-solving in addressing disagreements. The ratings for dominating and compromising strategies further indicate that school administrators employ different approaches depending on the nature and demands of the conflict. Meanwhile, the very low rating for the avoiding strategy suggests that they rarely disregard or postpone conflict-related concerns. Overall, the findings indicate that school administrators use a combination of conflict management strategies, with a stronger preference for integration and limited reliance on avoidance, reflecting an approach that emphasizes constructive resolution and maintaining harmonious relationships within the school.

Jackson (2025) found that school heads commonly employed collaborative and compromising approaches to resolving school conflicts, emphasizing that these strategies promote harmonious working relationships and serve as the foundation for an effective conflict-resolution framework. Similarly, Naseem (2024) reported that collaborating (integrating) was the most frequently used conflict management style among school principals, highlighting its effectiveness in addressing conflicts while maintaining positive relationships with teachers. Likewise, Li and Yazid (2024) concluded that effective conflict management practices encourage open communication, collaborative decision-making, timely issue resolution, and improved school performance, reinforcing the importance of constructive leadership behaviors. Furthermore, Adeyemo and Isola (2023) found that principals commonly utilized collaboration, compromise, negotiation, and mediation rather than avoidance, noting that these strategies enhance teaching and learning, strengthen discipline, improve communication, and foster a more positive school environment.

5.6 Level of Teachers' Job Satisfaction Regarding Supervision Factors

Supervision factors refer to the extent to which teachers perceive that their school principal or immediate supervisor provides support, guidance, recognition, fairness, communication, and instructional leadership. Table 6 presents the results.

Table 6: *Level of Teachers' Job Satisfaction in Terms of Supervision Factors*

n=44

S/N	A. Supervision Factors	WM	Verbal Description
1	My school principal helps me when I need it.	3.89	Very High
2	My school principal praises good teaching.	3.86	Very High
3	My school principal helps improve instruction.	3.91	Very High
4	I receive recognition from my immediate head.	3.77	Very High
5	My immediate head backs me up.	3.84	Very High
6	My school principal explains what is expected of me.	3.82	Very High
7	My school principal is willing to listen to suggestions.	3.89	Very High
8	My school principal treats everyone equally.	3.82	Very High
9	My school principal makes me feel comfortable.	3.82	Very High
10	My school principal notices when I teach a good lesson	3.82	Very High
11	My school principal offers suggestions to improve my teaching.	3.84	Very High
12	My school principal makes available the material I need to do my best.	3.82	Very High
13	My school principal does not turn one teacher against another.	3.77	Very High
14	I receive too many meaningful instructions from my immediate head.	3.77	Very High
	Aggregate Weighted Mean:	3.83	Very High

As presented in Table 6, the findings revealed a very high level of teachers' satisfaction with the supervisory support provided by school administrators, as indicated by the aggregate weighted mean of 3.83. This suggests that school administrators generally provide instructional guidance, recognize teachers' contributions, communicate expectations, attend to teachers' concerns, and promote a supportive professional environment. Such supervisory practices may strengthen positive working relationships and contribute to teachers' professional confidence, commitment, and development. Among the indicators, "My school principal helps improve instruction" obtained the highest weighted mean (WM = 3.91), followed by "My school principal helps me when I need it" and "My school principal is willing to listen to suggestions," both with a weighted mean of 3.89. These results highlight teachers' appreciation of instructional assistance, responsive leadership, and open communication. In contrast, "I receive recognition from my immediate head," "My school principal does not turn one teacher against another," and "I receive too many meaningful instructions from my immediate head" obtained the lowest weighted means (WM = 3.77), although all remained within the very high category. These findings suggest that, while teachers generally express strong satisfaction with the supervisory support they receive, recognition of professional contributions, equitable treatment, and the clarity and appropriateness of supervisory instructions remain areas for further improvement. Overall, the results underscore the importance of supportive, accessible, and responsive school administrators in promoting teachers' positive workplace experiences.

The findings affirm that effective supervision is a key contributor to teachers' job satisfaction. School heads who provide constructive feedback, recognize teachers' accomplishments, encourage participation in decision-making, and maintain positive professional relationships create a supportive organizational climate where teachers feel valued and motivated. Such an environment not only enhances teachers' satisfaction with their work but also promotes instructional effectiveness, collaboration, and commitment to achieving school goals.

Beladas and Callo (2023) found that principals' effective leadership and supervisory skills significantly contribute to teachers' job satisfaction, particularly through supportive supervision, recognition, and professional guidance. Likewise, Tangcowal (2024) reported that school heads' positive leadership behaviors were significantly associated with higher levels of teacher job satisfaction, emphasizing that fair treatment, recognition, and supportive leadership foster positive work attitudes among teachers. Similarly, Gümüş and Bellibaş (2025) found that principals' instructional leadership positively influences teachers' job satisfaction by creating a supportive school climate and strengthening teachers' professional commitment.

5.7 Level of Teachers' Job Satisfaction Regarding Working Conditions

Working condition factors refer to teachers' perceptions of the quality and suitability of their work environment, including the physical condition of the school, workplace comfort, the availability of a safe, pleasant environment, and the clarity and communication of school policies by the administration. Table 7 presents the results.

Table 7: *Level of Teachers' Job Satisfaction in Terms of Working Condition Factors*

n=44

S/N	B. Working Condition Factors	WM	Verbal Description
1	Working conditions in my school are good.	3.86	Very High
2	The working conditions at my school are comfortable.	3.84	Very High
3	The physical surroundings in my school are pleasant.	3.91	Very High
4	The school administration clearly defines its policies.	3.86	Very High
5	The school administration communicates its policies well.	3.89	Very High
6	Working conditions in my school could not be worse.	3.75	Very High
7	Working conditions in my school can be improved.	3.84	Very High
	Aggregate Weighted Mean:	3.85	Very High

As presented in Table 7, the findings revealed a very high level of teachers' satisfaction with their working conditions, as reflected in the aggregate weighted mean of 3.85. This indicates that teachers generally perceive their workplace as pleasant, supportive, and conducive to performing their professional responsibilities. The consistently high ratings across the indicators suggest positive perceptions of both the physical work environment and the administrative practices that shape their daily work experiences.

Among the indicators, "The physical surroundings in my school are pleasant" had the highest weighted mean (WM = 3.91), followed by "The school administration communicates its policies well" (WM = 3.89). "Working conditions in my school are good" and "The school administration clearly defines its policies" both had a weighted mean of 3.86. These results highlight the importance teachers place on a comfortable physical environment, clear organizational policies, and effective administrative communication. Transparent communication may help reduce uncertainty, promote consistent implementation of school policies, and strengthen teachers' confidence in school administration. In contrast, the negatively worded statement, "Working conditions in my school could not be worse," received the lowest weighted mean (WM = 3.75), though it remained within the very high category. However, its interpretation should account for the item's direction and the scoring procedure applied. Overall, the findings indicate that favorable physical conditions, clear policies, and effective administrative communication are important aspects of teachers' positive workplace experiences and may contribute to their professional well-being, motivation, and commitment.

Wartenberg et al. (2023) concluded that school-level factors, particularly supportive leadership and positive organizational conditions, are among the strongest correlates of teachers' job satisfaction across educational settings. Similarly, Jentsch et al. (2023) found that a positive working environment characterized by administrative leadership, social support, and teacher self-efficacy significantly enhances teachers' job satisfaction while reducing work-related stress. Furthermore, Glaveli et al. (2022) reported that improvements in teachers' working environment, including organizational support and favorable workplace conditions, substantially contribute to overall job satisfaction and professional well-being.

5.8 Summary of the Level of Teachers' Job Satisfaction

Table 8 presents a summary of teachers' job satisfaction levels in terms of supervision and working conditions.

Table 8: *Summary Table of the Level of Job Satisfaction*of the Teachers

n=44

Job Satisfaction Factors	WM	Verbal Description
A. Supervision Factors	3.8	Very High
B. Working Condition Factors	3.9	Very High
Aggregate Weighted Mean:	3.8	Very High

As presented in Table 8, the findings revealed a very high level of teachers' job satisfaction, with an aggregate weighted mean of 3.80. Among the two dimensions, working conditions obtained the highest weighted mean (WM = 3.90), followed by supervision factors (WM = 3.80), both interpreted as very high. These results indicate that teachers generally have favorable perceptions of their workplace conditions and the supervisory support provided by school administrators. The findings further suggest that the physical and organizational work environment, together with the quality of supervision, contributes to teachers' positive assessment of their professional experiences.

The very high rating for working conditions reflects teachers' favorable perceptions of their school environment and the organizational support available to them in performing their responsibilities. Similarly, the high rating for supervision factors indicates that teachers are generally satisfied with the guidance, feedback, and administrative assistance they receive from school administrators. Taken together, these findings highlight the importance of maintaining supportive working conditions and effective supervisory practices in promoting teachers' job satisfaction. Such an environment may strengthen teachers' professional commitment, motivation, and engagement in fulfilling their instructional responsibilities.

A study by Jentsch et al. (2023) found that supportive school leadership and a positive work environment significantly increased teachers' job satisfaction and reduced work-related stress, highlighting the value of effective administrative support in fostering teacher well-being. Similarly, Borreba and Potane (2024) reported that school heads' leadership practices positively influenced teachers' work satisfaction, with supportive leadership contributing to a healthier work-life balance among public school teachers in the Philippines. Moreover, a cross-national study by Wang et al. (2024) demonstrated that distributed school leadership positively affected teachers' job satisfaction by reducing job stress, underscoring the critical role of collaborative leadership in improving teachers' work experiences.

5.9 Test of the Significance of the Relationship

To determine whether a significant relationship exists between school heads' conflict management strategies and teachers' job satisfaction, a Pearson Product-Moment Correlation analysis was conducted. This statistical test was employed to examine the strength and direction of the relationship between the two variables at the 0.05 level of significance. The results of the analysis are presented in Table 9.

Table 9: Test of the Significance of the Relationship Between School Heads' Conflict Management Strategies and Teachers' Job Satisfaction

n=44

Variables	r-value	p-value	Decision	Interpretation
School Heads' Conflict Management Strategies and Teachers' Job Satisfaction	0.833	<0.001	Reject Ho	Significant

*significant at p<0.05

As presented in Table 9, the findings revealed a very strong positive correlation between school heads' conflict management strategies and teachers' job satisfaction ($r = 0.833$, $p < 0.001$). Since the computed p-value was lower than the 0.05 level of significance, the null hypothesis was rejected. This indicates a statistically significant relationship between the two variables, suggesting that higher ratings of school heads' conflict management strategies are associated with higher levels of teachers' job satisfaction. The result highlights the importance of how school administrators address disagreements and workplace concerns, as their conflict management practices may shape teachers' perceptions of their professional environment and overall job satisfaction.

The findings underscore the importance of constructive conflict management in promoting positive workplace relationships within educational institutions. School administrators who demonstrate fairness, encourage open communication, facilitate collaboration, and address disagreements constructively may help establish a work environment characterized by mutual respect, trust, and cooperation. These practices can contribute to teachers' positive workplace experiences and professional commitment. However, because the study used a correlational design, the results establish an association rather than a cause-and-effect relationship. Thus,

effective conflict management should be viewed as an important organizational factor associated with teachers' job satisfaction and the maintenance of a harmonious school environment.

In the study by Obmerga and De Guzman (2024), school heads' conflict management styles were significantly associated with teachers' job satisfaction, emphasizing that collaborative and integrative approaches to conflict resolution foster a more positive school climate and enhance teachers' professional satisfaction. Likewise, Ertürk (2021) reported that school administrators' supportive behaviors significantly influenced teachers' job satisfaction and subjective well-being, highlighting that leadership characterized by support, fairness, and positive interpersonal relationships strengthens teachers' workplace satisfaction. Similarly, Ughamadu and Udeogu (2026) demonstrated that school administrators' conflict resolution strategies significantly predicted teachers' job satisfaction, concluding that effective conflict resolution contributes to a healthier organizational environment and improved teacher morale.

6. Conclusion and Recommendations

The study concludes that school administrators demonstrate a high level of conflict management practices, particularly integrating, dominating, and compromising strategies, with minimal reliance on avoidance. Teachers likewise reported very high job satisfaction regarding supervisory support and working conditions. Furthermore, a very strong and significant positive relationship was found between conflict management strategies and teachers' job satisfaction, indicating that favorable conflict management practices are associated with higher teacher satisfaction. These findings highlight the importance of constructive conflict resolution and supportive leadership in maintaining a positive school environment.

It is recommended that school administrators strengthen collaborative conflict management through open communication, fair decision-making, and participatory problem-solving, while maintaining appropriate supervisory support and favorable working conditions. The proposed Conflict Management Plan is recommended for adoption and implementation to enhance conflict resolution practices and strengthen professional relationships. Future researchers may conduct similar studies involving more schools and respondents to further examine the relationship between conflict management and teachers' job satisfaction.

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