Journal of Public Administration Research
ISSN: 3049-8740
DOI: 10.32996/jpar
Journal Homepage: www.al-kindipublisher.com/index.php/jpar

Conflict Management Styles of School Heads and Their Influence on Teachers' Occupational Stress in a Public Elementary School

Danah Laire A. Manguilimotan ✉[1], **Ramil P. Manguilimotan**[2], **Gengen G. Padillo**[3]

[123] *Cebu Technological University – Main Campus*

Corresponding Author: Danah Laire A. Manguilimotan**, E-mail:** danahmanguilimotan@gmail.com

ABSTRACT

This study determined the relationship between the conflict management styles of school heads and teachers' occupational stress at Labangon Elementary School during the school year 2025–2026 as the basis for a Stress Management Intervention Plan. Specifically, it examined the respondents' demographic profile, the conflict management styles practiced by school heads, the level of teachers' occupational stress, and whether these variables were significantly related. The study employed a quantitative descriptive-correlational research design involving 75 public elementary school teachers selected through universal sampling. Data were gathered using a modified survey questionnaire. Statistical tools included frequency, percentage, weighted mean, and Pearson's product-moment correlation. Findings revealed that school heads frequently practiced collaborating, compromising, and accommodating conflict management styles, with collaborating obtaining the highest rating, while competing and avoiding were the least practiced. Teachers experienced moderate occupational stress, primarily associated with workload, performance expectations, and administrative responsibilities. Correlation analysis showed that collaborating had a significant, weak negative relationship with teachers' occupational stress, whereas competing and avoiding showed significant, weak positive relationships. Accommodating and compromising were not significantly related to occupational stress, and the overall conflict management style was not significantly associated with teachers' occupational stress. The study concluded that collaborative conflict management helps reduce teachers' occupational stress and fosters a more supportive school environment. Based on the findings, the study developed a Stress Management Intervention Plan to strengthen collaborative leadership practices and enhance teachers' well-being.

KEYWORDS

Administration and supervision, conflict management styles, occupational stress, school heads, teachers, descriptive-correlational, Cebu

ARTICLE INFORMATION

ACCEPTED: 26 October 2026 **PUBLISHED:** 26 November 2026 **DOI:** 10.32996/jpar.2026.3.1.4

1. Introduction

Teaching is increasingly recognized as a demanding profession. Workload pressures, accountability requirements, student-related concerns, and administrative responsibilities all contribute to occupational stress. Studies have documented high levels of work-related stress and emotional exhaustion among educators, particularly following pandemic-related disruptions (Kotowski et al., 2022; Education Support, 2021). Interpersonal conflict is another significant source of workplace stress in educational institutions, where differences in personality, values, and professional perspectives are inevitable. Prolonged workplace stress may result in emotional exhaustion, depersonalization, and a reduced sense of professional accomplishment (Li, 2023; Edú-Valsania et al., 2022). Conflict management styles—including competing, collaborating, compromising, avoiding, and accommodating—influence workplace relationships and organizational climate. Collaborative approaches tend to build trust and reduce workplace tensions (Al Kabbani & Dalati, 2025; Alsharawna, 2025).

School heads play a vital role in managing workplace conflicts and creating a supportive organizational environment. Leadership based on open communication, fairness, and collaborative decision-making strengthens professional relationships and boosts teacher morale. By contrast, ineffective leadership can contribute to occupational stress and burnout (Bush, 2024a; Nnah & George, 2025). Supporting teachers' well-being also advances Sustainable Development Goal 4, which promotes inclusive and equitable quality education. In the Philippines, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, emphasizes school

Copyright: © 2026 the Author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC-BY) 4.0 license (https://creativecommons.org/licenses/by/4.0/). Published by Al-Kindi Centre for Research and Development, London, United Kingdom.

heads' leadership responsibilities, while Republic Act No. 4670, or the Magna Carta for Public School Teachers, recognizes educators' rights and welfare. The expanded curricular and instructional responsibilities under Republic Act No. 10533 have also increased demands on teachers. Together, these circumstances highlight the importance of appropriate conflict management in maintaining a healthy school climate and reducing occupational stress.

At Labangon Elementary School in Cebu City, teachers balance several professional demands, including classroom instruction, documentation, school programs, the needs of diverse learners, and community engagement. These responsibilities, together with possible interpersonal disagreements about task distribution, communication, and administrative practices, may contribute to occupational stress. School heads are therefore expected to use appropriate conflict management approaches to maintain harmonious working relationships and support teachers' well-being. Understanding the relationship between school heads' conflict management styles and teachers' occupational stress is essential to developing responsive, school-based interventions. Accordingly, this study examines this relationship at Labangon Elementary School during the school year 2025–2026 to inform the development of a Stress Management Intervention Plan.

2. Review of Related Literature and Studies

This study draws on Thomas and Kilmann's (1974) Conflict Management Theory, which describes five styles individuals use to manage disagreements: competing, collaborating, compromising, avoiding, and accommodating. These styles are shaped by assertiveness and cooperativeness, which influence how people address their own concerns and those of others during conflict. In educational institutions, school heads' conflict management styles significantly affect workplace relationships and organizational climate. Torres et al. (2024) found that collaborative and compromising approaches foster cooperation and teacher morale. Similarly, Fajinmi and Oloyede (2025), Lijun and Te (2024), and Nadeem (2024) highlighted the value of collaborative and accommodating approaches in resolving workplace disagreements. Complementing this perspective, Rahim's (2002) Organizational Conflict Theory views conflict as an inevitable part of organizational life that can strengthen or undermine institutional effectiveness, depending on how it is managed. Qodir and Hanif (2025), Farooqi et al. (2023a), and Yılmaz and Gümüşeli (2024) emphasized that integrating, compromising, and collaborative approaches can foster positive organizational relationships, reduce workplace tensions, and improve teachers' job satisfaction and motivation (Ademola et al., 2023; Aryawan et al., 2024).

The study is also informed by Lazarus and Folkman's (1984) Transactional Model of Stress and Coping, which posits that occupational stress arises when individuals perceive workplace demands to exceed their available resources and coping capacities. The model comprises primary appraisal, through which individuals evaluate potential stressors, and secondary appraisal, through which they assess their ability to manage them. Coping responses may be problem-focused, targeting the source of stress, or emotion-focused, aimed at regulating emotional reactions. In the school environment, unresolved conflicts, excessive responsibilities, and strained professional relationships may contribute to teachers' occupational stress. Avramovic (2024) and Elomaa et al. (2023) emphasized the importance of stress appraisal in responding to workplace demands, while Qiu et al. (2025), Stephen (2024), and Woloshyn et al. (2023) highlighted the value of planning, active listening, and emotional regulation in managing occupational stress. Collectively, these theories indicate that school heads' conflict management approaches influence organizational relationships and may shape teachers' perceptions of and responses to workplace stressors.

The study is also supported by Republic Act No. 9155, or the Governance of Basic Education Act of 2001, which strengthens school heads' authority and accountability in managing educational institutions; Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, which emphasizes quality education, curriculum enhancement, and teacher development; and Republic Act No. 4670, or the Magna Carta for Public School Teachers, which protects teachers' professional rights, welfare, and working conditions. Together, these legal frameworks highlight the importance of effective school leadership, fair personnel management, and a supportive work environment. Accordingly, school heads are expected to address workplace disagreements objectively, foster collaboration, and protect teachers' professional welfare. These theoretical and legal perspectives provide a foundation for examining the relationship between school heads' conflict management styles and teachers' occupational stress, while recognizing that constructive conflict resolution can promote harmonious workplace relationships, teacher well-being, and organizational effectiveness.

3. Purpose of the Study

This study examined the relationship between the conflict management styles of the school head and teachers' occupational stress at Labangon Elementary School during the school year 2025–2026 to inform the development of a Stress Management Intervention Plan. Specifically, it examined the respondents' demographic profiles in terms of age, gender, highest educational attainment, teaching experience, and relevant training attended; assessed the extent to which the school head used conflict management styles in terms of collaborating, competing, avoiding, accommodating, and compromising; determined the level of teachers' occupational stress; examined whether there was a significant relationship between conflict management styles and teachers' occupational stress; and developed a proposed intervention plan based on the findings of the study.

4. Methodology

The study employed a quantitative correlational research design to examine the relationship between the school head's conflict management styles and teachers' occupational stress. It involved 75 teachers from Labangon Elementary School, selected through universal sampling. Data were gathered using a researcher-developed demographic questionnaire, an adapted conflict management questionnaire by Rubio and Picardo (2017), and the Teacher Stress Inventory by Schutz and Long (1988), as cited in Labrado (2022). Descriptive statistics, including frequency, percentage, and weighted mean, and Pearson's product-moment correlation were used to analyze the data. The findings served as the basis for developing a Stress Management Intervention Plan.

5. Results and Discussion

This section presents, analyzes, and interprets data on the conflict management styles of the school head and teachers' occupational stress at Labangon Elementary School during the school year 2025-2026 as the basis for a Stress Management Intervention Plan.

5.1 Extent of the Conflict Management Style of the School Head

This section examines the perceived extent to which the school head uses conflict management styles: collaborating, competing, avoiding, accommodating, and compromising. Conflict management style is an individual's consistent approach to handling disagreements, disputes, or conflicting interests. The following tables present data for each style dimension.

5.1.1 Conflict Management Style of the School Head in Terms of Collaborating

Collaborating is a conflict management style in which people openly discuss disagreements, share information, and find solutions that meet everyone's needs and interests. Table 1 presents the results.

Table 1

Conflict Management Style of the School Head

in terms of Collaborating

n=75

S/N	Collaborating	WM	Verbal Description
1	He/She discusses issues with others to try to find solutions that meet everyone's needs	4.63	Strongly Agree
2	When there is a disagreement, he/she gathers as much information as possible and keeps lines of communication open.	4.61	Strongly Agree
3	He/She tries to see conflicts from both sides. ("What does he/she need? What does the other person need? What are the issues involved?")	4.59	Strongly Agree
	Aggregate Weighted Mean:	**4.61**	**Strongly Agree**

Legend: 4.21-5.00 Strongly Agree; 3.41-4.20 Agree; 2.61-3.40 Somewhat Agree; 1.81-2.60 Disagree; 1.00-1.80 Strongly Disagree

As shown in Table 1, all three indicators were rated Strongly Agree, with an aggregate weighted mean of 4.61, suggesting that collaboration is a highly practiced conflict management style among school heads. The highest-rated indicator was "He/She discusses issues with others to try to find solutions that meet everyone's needs" (WM = 4.63), followed by maintaining open communication and gathering sufficient information during disagreements (WM = 4.61). Considering conflicts from both parties' perspectives received a weighted mean of 4.59. These findings suggest that school heads demonstrate collaborative leadership by promoting open communication, shared decision-making, and mutual problem-solving. Such practices encourage fairness, trust, and respect, while giving teachers opportunities to voice concerns and help resolve workplace disagreements.

The results suggest that school heads view conflicts as opportunities for dialogue and organizational improvement rather than sources of division, strengthening collegial relationships and fostering a positive school climate. These findings are consistent with Rahim (2023), who emphasized that the integrating or collaborating style is an effective conflict management approach because it promotes information sharing, mutual trust, open communication, and joint problem-solving. These practices contribute not only to effective conflict resolution but also to stronger interpersonal relationships and organizational effectiveness.

5.1.2 Conflict Management Style of the School Head in Terms of Competing

Competing is a conflict management style in which individuals assert their interests, opinions, or goals—often at others' expense—by defending their positions and persuading others to accept their views. Table 2 presents respondents' perceptions of their school head's use of this style.

Table 2
Conflict Management Style of the School Head
in terms of Competing
n=75

S/N	Competing	WM	Verbal Description
1	He/She would argue others' case and insist on the advantages of his/her point of view.	2.1	Disagree
2	He/She finds conflict exhilarating and enjoys the battle of wits that usually follows.	2.55	Disagree
3	He/She can figure out what he/she needs to do, and he/she is usually right.	3.84	Agree
	Aggregate Weighted Mean:	3.10	Somewhat Agree

Legend: 4.21-5.00 Strongly Agree; 3.41-4.20 Agree; 2.61-3.40 Somewhat Agree; 1.81-2.60 Disagree; 1.00-1.80 Strongly Disagree

As shown in Table 2, the results yielded an aggregate weighted mean of 3.10, interpreted as Somewhat Agree, indicating that the school head occasionally employs a competing conflict management style. The highest-rated indicator was "He/She can figure out what he/she needs to do, and he/she is usually right" (WM = 3.84), interpreted as Agree. Meanwhile, finding conflict exhilarating and insisting on the advantages of one's own viewpoint had weighted means of 2.55 and 2.10, respectively, both interpreted as Disagree. These findings suggest that the school head demonstrates confidence and decisiveness in making administrative decisions but generally avoids dominating discussions or imposing personal viewpoints during disagreements. The results further imply that the competing style is used selectively, particularly when situations require firm decisions, rather than as a habitual approach to conflict resolution. This indicates a balance between exercising authority and respecting others' perspectives.

These findings are consistent with Farooqi et al. (2023), who noted that while assertiveness may be needed to address organizational concerns, relying too heavily on competing approaches can undermine teacher motivation and organizational commitment. Similarly, Bush (2024) stressed the need to balance decisive leadership with participative decision-making and professional dialogue. The OECD (2023) also underscored that leadership practices blending decisiveness with collaboration foster organizational trust, teacher engagement, and school effectiveness.

5.1.3 Conflict Management Style of the School Head in Terms of Avoiding

Avoiding is a conflict management style in which individuals withdraw from, postpone, or minimize involvement in conflict to prevent confrontation, tension, or emotional discomfort. Table 3 presents respondents' perceptions of their school head's use of this style.

Table 3
Conflict Management Style of the School Head
in terms of Avoiding
n=75

S/N	Avoiding	WM	Verbal Description
1	When he/she finds himself/herself in an argument, he/she usually says very little and tries to leave as soon as possible.	2.80	Somewhat Agree
2	Being in a disagreement with other people makes him/her feel uncomfortable and anxious.	2.87	Somewhat Agree
3	He/She avoids hard feelings by keeping disagreements with others to himself/herself.	2.93	Somewhat Agree
	Aggregate Weighted Mean:	2.87	Somewhat Agree

Legend: 4.21-5.00 Strongly Agree; 3.41-4.20 Agree; 2.61-3.40 Somewhat Agree; 1.81-2.60 Disagree; 1.00-1.80 Strongly Disagree

As presented in Table 3, the results yielded an aggregate weighted mean of 2.87, verbally interpreted as Somewhat Agree, indicating that the school head occasionally employs an avoiding conflict management style. The highest-rated indicator was avoiding hard feelings by keeping disagreements to oneself (WM = 2.93), followed by experiencing discomfort and anxiety during disagreements (WM = 2.87). Meanwhile, saying very little and withdrawing from arguments obtained the lowest weighted mean of 2.80. These findings suggest that the school head occasionally avoids direct confrontation to preserve harmonious relationships and minimize interpersonal tension. However, the relatively moderate ratings indicate that avoidance is not a dominant conflict management approach but is used selectively, particularly when immediate confrontation may intensify disagreements. While temporary avoidance may help de-escalate emotionally charged situations, excessive reliance on this approach may delay problem resolution and allow misunderstandings to persist.

These findings are consistent with Aldinal and Asiri (2026), who reported that avoidance was among the least preferred conflict management strategies used by public elementary school administrators. They noted that unresolved issues can create communication gaps and delay decision-making. Their findings suggest that, while avoidance may be appropriate in some situations, school heads should eventually engage stakeholders in constructive dialogue to achieve effective, lasting conflict resolution.

5.1.4 Conflict Management Style of the School Head in Terms of Accommodating

Accommodating prioritizes harmonious relationships over personal interests. Those who use this style yield to others and make personal sacrifices to preserve cooperation and goodwill. Table 4 presents respondents' perceptions of their school head's accommodating conflict management style.

Table 4

Conflict Management Style of the School Head

in terms of Accommodating

n=75

S/N	Accommodating	WM	Verbal Description
1	He/She tries to meet the wishes of his/her friends and family.	4.03	Agree
2	He/She tries to meet the expectations of others.	4.09	Agree
3	He/She may not get what he/she wants, but it's a small price to pay for keeping the peace.	3.89	Agree
	Aggregate Weighted Mean:	4.00	Agree

Legend: 4.21-5.00 Strongly Agree; 3.41-4.20 Agree; 2.61-3.40 Somewhat Agree; 1.81-2.60 Disagree; 1.00-1.80 Strongly Disagree

As shown in Table 4, the results yielded an aggregate weighted mean of 4.00, interpreted as Agree, indicating that school heads frequently use an accommodating conflict management style. The highest-rated indicator was "He/She tries to meet the expectations of others" (WM = 4.09), followed by "He/She considers the wishes of friends and family" (WM = 4.03). By contrast, willingness to sacrifice personal preferences to maintain harmony had the lowest weighted mean (3.89), though it remained within the Agree category. These findings suggest that school heads demonstrate a people-oriented leadership approach by considering others' needs, showing empathy, and maintaining harmonious professional relationships. Such practices promote trust, respect, and collegiality while creating a supportive school environment where teachers feel valued and understood. However, accommodation must be balanced with institutional priorities to ensure that maintaining harmony does not compromise timely decision-making.

These findings align with De Guzman et al. (2024), who found that accommodating and collaborative conflict management styles support teacher job satisfaction and healthier organizational relationships. Similarly, Pangilinan and Cerado (2025) emphasized that addressing teachers' concerns strengthens morale, organizational commitment, and trust in school leadership. Rebugio (2025) also highlighted the importance of empathy, patience, and emotional intelligence in managing workplace conflicts and fostering a culture of respect and collaboration.

5.1.4 Conflict Management Style of the School Head in Terms of Compromising

Compromising describes how school heads resolve conflicts through negotiation, shared responsibility, and reciprocal concessions to reach mutually acceptable solutions. They balance their interests with those of teachers and other stakeholders, negotiate fairly, and seek middle ground that supports cooperation and organizational effectiveness. Table 5 presents respondents' perceptions of their school heads' compromising style.

Table 5

Conflict Management Style of the School Head

in terms of Compromising

n=75

S/N	Compromising	WM	Verbal Description
1	He/She tries to negotiate and uses a give-and-take approach to problem situations.	4.47	Strongly Agree
2	He/She prefers to compromise when solving problems and just move on.	3.87	Agree
3	To break the deadlocks, he/she would meet people halfway.	4.21	Strongly Agree
	Aggregate Weighted Mean:	4.18	Agree

Legend: 4.21-5.00 Strongly Agree; 3.41-4.20 Agree; 2.61-3.40 Somewhat Agree; 1.81-2.60 Disagree; 1.00-1.80 Strongly Disagree

As shown in Table 5, the results yielded an aggregate weighted mean of 4.18, interpreted as Agree, indicating that school heads frequently use a compromising conflict management style. The highest-rated indicator was negotiating and using a give-and-take approach to problem situations (WM = 4.47), interpreted as Strongly Agree, followed by meeting people halfway to resolve

disagreements (WM = 4.21), also interpreted as Strongly Agree. Meanwhile, preferring compromise to resolve problems and move forward had the lowest weighted mean (WM = 3.87), interpreted as Agree. These findings suggest that school heads value negotiation, flexibility, and mutual concessions in resolving workplace disagreements. By considering all parties' interests and seeking mutually acceptable solutions, they promote cooperation while maintaining positive professional relationships. Such practices are particularly important in school organizations, where teamwork and shared responsibility are essential to achieving institutional goals.

These findings align with Bellibaş and Karaferye (2025), who noted that constructive conflict resolution, shared decision-making, and reciprocal communication promote organizational trust, teacher engagement, and psychological safety. Similarly, Liu and Hallinger (2024) found that negotiation and compromise support teacher participation, shared ownership of decisions, and stronger professional learning communities, thereby reinforcing organizational commitment and enabling ongoing school improvement.

5.1.5 Summary of the Conflict Management Styles of the School Head

Table 6 summarizes teachers' perceptions of the school head's five conflict management styles: collaborating, competing, avoiding, accommodating, and compromising.

Table 6

Summary of the Conflict Management Styles of the School Head

n=75

Conflict Management Style	WM	Verbal Description
Collaborating	4.61	Strongly Agree
Competing	3.10	Somewhat Agree
Avoiding	2.87	Somewhat Agree
Accommodating	4.00	Agree
Compromising	4.18	Agree
Aggregate Weighted Mean:	3.75	Agree

Legend: 4.21-5.00 Strongly Agree; 3.41-4.20 Agree; 2.61-3.40 Somewhat Agree; 1.81-2.60 Disagree; 1.00-1.80 Strongly Disagree

As shown in Table 6, the results yielded an aggregate weighted mean of 3.75, verbally interpreted as Agree, indicating that the school head generally demonstrates effective conflict management practices. Of the five styles, collaborating ranked highest (WM = 4.61), interpreted as Strongly Agree, followed by compromising (WM = 4.18) and accommodating (WM = 4.00), both interpreted as Agree. Competing (WM = 3.10) and avoiding (WM = 2.87) received ratings of Somewhat Agree, indicating that they are used less frequently. These findings suggest that the school head predominantly adopts constructive approaches characterized by open communication, shared decision-making, negotiation, and mutual respect. The preference for collaboration and compromise reflects a leadership orientation that prioritizes consensus-building and harmonious professional relationships over confrontation or withdrawal. The comparatively lower ratings for competing and avoiding suggest that these approaches are used selectively when circumstances call for firm decisions or temporary de-escalation. Overall, the findings point to an adaptive leadership approach that promotes cooperation, trust, and a positive organizational climate.

These results align with Manolis (2022), who emphasized that collaborative, participative conflict management fosters healthier school cultures, stronger relationships among teachers, and better organizational performance. Similarly, Vinokur et al. (2024) found that conflict management training strengthens school leaders' communication, empathy, active listening, and collaborative problem-solving skills. Lago et al. (2024) also underscored the importance of communication, consultation, emotional intelligence, and participatory decision-making in resolving workplace conflicts and preserving organizational harmony.

5.2 Level of Teachers' Occupational Stress

This section examines teachers' occupational stress, a growing concern because it affects their well-being, job performance, and school effectiveness. Table 7 presents respondents' stress levels.

Table 7

Level of Teachers' Occupational Stress

n=75

S/N	INDICATORS	WM	Verbal Description
1	I can predict what will be expected of me in my work tomorrow.	3.29	Moderate
2	I am unclear on what the scope and responsibilities of my job are.	2.31	Moderate
3	I am uncertain what the criteria for evaluating my performance actually are.	2.32	Moderate
4	I receive enough information to carry out my job effectively.	3.61	High
5	When asked, I am able to tell someone exactly what the demands of my job are.	3.49	High

S/N	INDICATORS	WM	Verbal Description
6	I find that I have extra work beyond what should normally be expected of me	3.63	High
7	The criteria of performance for my job are too high.	3.49	High
8	I am given too much responsibility without adequate authority to carry it out.	2.67	Moderate
9	I receive conflicting demands from two or more people or groups in the school setting.	2.32	Low
10	I have to buck a rule or policy in order to carry out an assignment.	2.75	Moderate
11	I have a hard time satisfying the conflicting demands of students, parents, administrators, and teachers.	2.49	Low
12	I am given school-related duties without adequate resources and materials to carry them out.	2.76	Moderate
13	I don‟t have influence over what goes on in my department or school.	2.60	Low
14	I'm informed of important things that are happening in my department or school.	3.17	Moderate
15	My administrative head does not ask my opinion on decisions that directly affect me.	2.35	Low
16	All in all, I would say that I am not extremely satisfied with my job.	2.00	Low
17	My job is extremely important in comparison to other interests in my life	3.44	High
18	Knowing what I know now if I had to decide all over again whether to take this job, I would definitely do so.	3.35	Moderate
19	My administrative head gives me full information about the things which directly involve my work.	3.40	Moderate
20	Trying to complete reports and paperwork on time causes me a lot of stress.	3.25	Moderate
21	I find that dealing with student discipline problems puts a lot of stress on me.	3.31	Moderate
22	There is a lot of stress just keeping up with changing professional standards.	3.23	Moderate
23	Trying to keep my work from being too routine and boring puts a lot of stress on me.	2.60	Low
24	Having to participate in school activities outside of normal working hours is very stressful to me.	2.91	Moderate
25	I find that trying to be attentive to the problems and needs of fellow faculty is very stressful.	2.87	Moderate
26	When I really need to talk to my administrative head, (s)he or she is not willing to listen.	2.00	Low
27	My administrative head does not pay attention to what I am saying.	1.72	Very Low
28	My administrative head does not stand up to outsiders for the people (s)he supervises.	1.99	Low
29	When I have conflicts with parents or students, my administrative head does not give me the kind of support I need.	1.79	Very Low
	Aggregate Weighted Mean:	2.80	Moderate

Legend: 4.12 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

As presented in Table 7, the results yielded an aggregate weighted mean of 2.80, verbally interpreted as Moderate, indicating that teachers experience a moderate level of occupational stress. The highest-rated indicator was having additional work beyond normal expectations (WM = 3.63), followed by receiving sufficient information to perform their duties effectively (WM = 3.61). High ratings were also recorded for performance expectations, clarity of job demands, and the importance attached to their profession. Conversely, the lowest-rated indicators concerned inadequate attention from the administrative head (WM = 1.72) and insufficient support when dealing with conflicts involving parents or students (WM = 1.79), both interpreted as Very Low. These findings suggest that teachers' occupational stress primarily arises from excessive workloads, administrative responsibilities, and high performance expectations rather than inadequate leadership support or communication. Despite these demands, supportive school leadership and positive workplace relationships may help teachers manage their professional responsibilities and maintain their well-being.

The findings align with Bakker and Demerouti's Job Demands–Resources Model, which explains that occupational stress arises when job demands exceed available resources. Likewise, Stickney et al. (2022), Kim et al. (2023), and Hascher and Mori (2023) identified workload, administrative tasks, time pressure, and accountability requirements as key sources of teacher stress. They also emphasized that organizational support, effective communication, and positive professional relationships can help mitigate these adverse effects.

5.3 Test of the Significance of the Relationship

This study hypothesized no significant relationship between the school head's conflict management styles and teachers' occupational stress. Table 8 presents the significance test results.

Table 8

Test of the Significance of the Relationship Between the School Head's Conflict Management Style and Teachers' Occupational Stress

n=75

Conflict Management Style	r-value	p-value	Decision	Interpretation
Collaborating	-0.245	0.034	Reject Ho	Significant
Competing	0.264	0.022	Reject Ho	Significant
Avoiding	0.259	0.025	Reject Ho	Significant
Accommodating	0.081	0.487	Do not Reject Ho	Not Significant
Compromising	0.040	0.736	Do not Reject Ho	Not Significant
Overall Conflict Management Style	0.163	0.161	Do not Reject Ho	Not Significant

*significant at $p < 0.05$

As presented in Table 8, the results showed that the school head's overall conflict management style had no significant relationship with teachers' occupational stress ($r = 0.163$, $p = 0.161$), as the p-value exceeded the 0.05 level of significance. Thus, the null hypothesis was not rejected. However, analysis of the individual dimensions showed that collaborating had a weak but statistically significant negative relationship with occupational stress ($r = -0.245$, $p = 0.034$), suggesting that greater use of collaborative approaches is associated with lower teacher stress. Conversely, competing ($r = 0.264$, $p = 0.022$) and avoiding ($r = 0.259$, $p = 0.025$) showed weak but statistically significant positive relationships, indicating that these approaches are associated with increased occupational stress. Meanwhile, accommodating ($r = 0.081$, $p = 0.487$) and compromising ($r = 0.040$, $p = 0.736$) had no significant relationships with occupational stress. These findings suggest that although the overall conflict management styles do not significantly predict teachers' occupational stress, specific approaches, particularly collaborating, competing, and avoiding, are significantly associated with teachers' stress experiences.

The results underscore the importance of collaborative leadership, open communication, and constructive conflict resolution for promoting teacher well-being. These findings align with Vinokur et al. (2024) and Karaferye and Bellibaş (2025), who emphasized that collaborative leadership fosters trust, psychological safety, and teacher well-being. Similarly, Lago et al. (2024) and Manolis (2024) highlighted that unresolved conflicts and excessive reliance on dominating or avoidance-oriented approaches can intensify workplace tensions and undermine organizational trust.

6. Conclusion and Recommendations

The study concludes that school heads generally use constructive conflict management practices, particularly collaboration, accommodation, and compromise, which are examined alongside teachers' moderate occupational stress, primarily linked to workload, performance expectations, and administrative responsibilities. Although overall conflict management styles are not significantly related to occupational stress, collaborating is significantly associated with lower stress, whereas competing and avoiding are associated with higher stress. Hence, school heads are encouraged to strengthen collaborative leadership through open communication, participative decision-making, and shared problem-solving, while minimizing excessive reliance on competing and avoiding approaches. The DepEd and school administrators should also implement wellness initiatives focused on workload management, stress reduction, and mental health support, while teachers should engage in professional development activities that enhance conflict resolution and stress management skills. Finally, we recommend adopting and implementing the proposed Stress Management Intervention Plan to promote teacher well-being and a supportive school environment.

Acknowledgment

The researchers respectfully acknowledge all the teachers at Labangon Elementary School who served as respondents, the school head and top management for granting approval, and everyone else involved.

Funding: This research received no external funding.

Conflicts of Interest: There is no conflict of interest among the authors of this paper.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

[1] Ademola, J. C., Ubala, C. M., & Abdullahi, I. M. (2023). Influence of School Administrators' Conflict Resolution Strategies on Teachers' Job Satisfaction. *Journal of Pedagogy and Education Science*, *2*(02), 132–144. https://doi.org/10.56741/jpes.v2i02.320

[2] Al Kabbani, M., & Dalati, S. (2025). Analysis of conflict management styles and organisational performance. *Journal Of Management Changes In The Digital Era*, *4*(01), 44–68.

[3] Aldinal, F.-A., & Asiri, M. (2026). An Assessment on the Conflict Management Strategies of School Adminitrators at Parang East District–Division of Sulu: Teachers' Perspectives. *Journal of Education and Academic Settings*, *3*(1), 1–12.

[4] Alsharawna, I. A. I. (2025). *Psychological Safety and Conflict Management Among Palestinian Nurses in Interprofessional Teams [PhD Thesis, Al-Quds University]*. https://dspace.alquds.edu/handle/20.500.12213/9855

[5] Aryawan, I. W., Agung, A. A. G., Sulindawati, N. L. G. E., & Werang, B. R. (2024). Exploring the effect of interpersonal communication, conflict management, Asta Brata leadership style and motivation on job satisfaction of teachers. *Pegem Journal of Education and Instruction*, *14*(2), 331–339.

[6] Avramovic, L. (2024). *The Heart of School Leadership: Supporting the Health & Well-being of Teachers in the Face of Occupational Pressures*. https://uwo.scholaris.ca/items/e58a9fde-b3e6-41fd-b6b9-ebdbae2e6404

[7] Bellibaş, M. Ş., & Karaferye, F. (2025). School leadership during times of crisis: A qualitative meta-synthesis. International Journal of Educational Management, 1–38.

[8] Bush, T. (2024a). School leadership and student outcomes: What do we know? *Educational Management Administration & Leadership*, *52*(5), 1017–1019. https://doi.org/10.1177/17411432241271559

[9] Bush, T. (2024b). School leadership and student outcomes: What do we know? *Educational Management Administration & Leadership*, *52*(5), 1017–1019. https://doi.org/10.1177/17411432241271559

[10] Bush, T. (2024c). School leadership and student outcomes: What do we know? *Educational Management Administration & Leadership*, *52*(5), 1017–1019. https://doi.org/10.1177/17411432241271559

[11] Dominador Rebugio Jr. (2025). Navigating Turbulence: A Qualitative Analysis of Conflict Resolution Strategies among Public School Administrators. *Psychology and Education: A Multidisciplinary Journal*, *37*(8), 1–1.

[12] Edú-Valsania, S., Laguía, A., & Moriano, J. A. (2022). Burnout: A review of theory and measurement. *International Journal of Environmental Research and Public Health*, *19*(3), 1780.

[13] Ekanayake, K. (2024). *Teachers' emotion regulation strategies in multicultural classrooms: Insights from Finnish teachers [Master's Thesis, K*. Ekanayake]. https://oulurepo.oulu.fi/handle/10024/50214

[14] Elomaa, M., Eskelä-Haapanen, S., Pakarinen, E., Halttunen, L., & Lerkkanen, M.-K. (2023a). Work-related stress of elementary school principals in Finland: Coping strategies and support. *Educational Management Administration & Leadership*, *51*(4), 868–888. https://doi.org/10.1177/17411432211010317

[15] Elomaa, M., Eskelä-Haapanen, S., Pakarinen, E., Halttunen, L., & Lerkkanen, M.-K. (2023b). Work-related stress of elementary school principals in Finland: Coping strategies and support. *Educational Management Administration & Leadership*, *51*(4), 868–888. https://doi.org/10.1177/17411432211010317

[16] Farooqi, M. T. K., Ali, S., & Ahmed, S. (2023a). Effects of School Principals' Conflict Management Styles on Teachers' Job Performance. *Bulletin of Education and Research*, *45*(3), 19–34.

[17] Farooqi, M. T. K., Ali, S., & Ahmed, S. (2023b). Effects of School Principals' Conflict Management Styles on Teachers' Job Performance. *Bulletin of Education and Research*, *45*(3), 19–34.

[18] Guzman, R. P. D., Gonzales, J. M., & Pajotagana, J. G. (2024). *Conflict Management Style of School Heads and its Influence on The Job Satisfaction of Teachers in Marilao North District, Bulacan, Philippines*. International Journal of Research and Innovation in Social Science, VIII(V), 2603–2613. https://doi.org/10.47772/IJRISS.2024.805189

[19] Hascher, T., & Mori, J. (2023). *Teacher and student well-being: Theoretical reflections and perspectives. In Motivation and emotion in learning and teaching across educational contexts (pp. 114–127)*. Routledge. https://www.taylorfrancis.com/chapters/edit/10.4324/9781003303473-9/teacher-student-well-being-tina-hascher-julia-mori

[20] Issack, N., & Mkulu, D. G. (2025). Influence of School Heads' Conflict Management Styles on Provision of Quality Education in Public Secondary Schools in Ilala District, Tanzania By.

[21] Jr, A. P., & Cerado, E. (2025). Principals' Conflict Resolution Capacity and Change Leadership Competence: Their Implications on Teachers' Morale and Job Satisfaction. *Journal of Interdisciplinary Perspectives*, *3*(9), 153–164. https://doi.org/10.69569/jip.2025.497

[22] Kim, L. E., Jörg, V., & Klassen, R. M. (2019). A Meta-Analysis of the Effects of Teacher Personality on Teacher Effectiveness and Burnout. *Educational Psychology Review*, *31*(1), 163–195. https://doi.org/10.1007/s10648-018-9458-2

[23] Kotowski, S. E., Davis, K. G., & Barratt, C. L. (2022). Teachers feeling the burden of COVID-19: Impact on well-being, stress, and burnout. *Work*, *71*(2), 407–415. https://doi.org/10.3233/WOR-210994

[24] Lago, G., Tiratira, N., De Castro, L., Henson, L., Del Rosario, L., Buhain, V., & Cainglet, R. (2024). Exploring Conflict Management Strategies: A Phenomenology Approach Utilized by Stand-Alone Senior High School Administrators. *Psychology and Education: A Multidisciplinary Journal*, *27*(4), 376–387. https://doi.org/10.5281/zenodo.14018488

[25] Li, S. (2023). The effect of teacher self-efficacy, teacher resilience, and emotion regulation on teacher burnout: A mediation model. *Frontiers in Psychology*, *14*, 1185079.

[26] Liu, S., & Hallinger, P. (2024). The effects of instructional leadership, teacher responsibility and procedural justice climate on professional learning communities: A cross-level moderated mediation examination. *Educational Management Administration & Leadership*, *52*(3), 556–575. https://doi.org/10.1177/17411432221089185

[27] Manolis, K. (2022). The role of school leadership in relation to conflict management at school: A survey based upon five empirical researches. *Dia-Noesis: A Journal of Philosophy*, *13*, 189–198. https://doi.org/10.12681/dia.37790

[28] Morgan, S. (2024). *The Coping Mechanisms of Black Women Principals During Dual Crises: A Narrative Inquiry [PhD Thesis, University of Phoenix]*. https://search.proquest.com/openview/bcf55d492fb1d865966fc494c8cfbf68/1?pq-origsite=gscholar&cbl=18750&diss=y

[29] Nnah, M. O., & George, A. (2025). Tackling Teacher Burnout and Low Morale in Nigerian Secondary Schools through Effective Leadership Strategies. *International Journal of Scientific Research in Education*, *18*, 313–333.

[30] Nwoko, J. C., Emeto, T. I., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2023a). A Systematic Review of the Factors That Influence Teachers' Occupational Wellbeing. *International Journal of Environmental Research and Public Health*, *20*(12), 6070. https://doi.org/10.3390/ijerph20126070

[31] Nwoko, J. C., Emeto, T. I., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2023b). A Systematic Review of the Factors That Influence Teachers' Occupational Wellbeing. *International Journal of Environmental Research and Public Health*, *20*(12), 6070. https://doi.org/10.3390/ijerph20126070

[32] Nwoko, J. C., Emeto, T. I., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2023c). A Systematic Review of the Factors That Influence Teachers' Occupational Wellbeing. *International Journal of Environmental Research and Public Health*, *20*(12), 6070. https://doi.org/10.3390/ijerph20126070

[33] OECD. (2023). Education at a Glance 2023: OECD Indicators. *Education at a Glance*, *2023*. https://doi.org/10.1787/e13bef63-en

[34] Qiu, S., Qiu, J., Xu, J., & Wang, L. (2025a). Effective emotion regulation and positive psychological capital as coping strategies to alleviate teacher burnout: A narrative review. *Frontiers in Psychology*, *16*, 1639037.

[35] Qiu, S., Qiu, J., Xu, J., & Wang, L. (2025b). Effective emotion regulation and positive psychological capital as coping strategies to alleviate teacher burnout: A narrative review. *Frontiers in Psychology*, *16*. https://doi.org/10.3389/fpsyg.2025.1639037

[36] Qodir, A., & Hanif, M. (2025). Interpersonal and Organizational Conflict Management in Schools: Enhancing the Effectiveness of Educational Human Resources in the Context of Educational Transformation. *Jurnal Terobosan Peduli Masyarakat (TIRAKAT)*, *2*(2), 327–338.

[37] Răducu, C.-M., & Stănculescu, E. (2022). Personality and socio-demographic variables in teacher burnout during the COVID-19 pandemic: A latent profile analysis. *Scientific Reports*, *12*(1), 14272.

[38] Rahim, M. A. (2023). *Managing Conflict in Organizations* (5th ed.). Routledge. https://doi.org/10.4324/9781003285861

[39] Sato, S. N., Condes Moreno, E., Rubio-Zarapuz, A., Dalamitros, A. A., Yañez-Sepulveda, R., Tornero-Aguilera, J. F., & Clemente-Suárez, V. J. (2023). Navigating the new normal: Adapting online and distance learning in the post-pandemic era. *Education Sciences*, *14*(1), 19.

[40] Sokal, L., Trudel, L. E., & Babb, J. (2020). Canadian teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic. *International Journal of Educational Research Open*, *1*, 100016. https://doi.org/10.1016/j.ijedro.2020.100016

[41] Stephen, R. (2024). *Leading through crisis: Preparation, perception, and coping skills of secondary principals [PhD Thesis]*. https://uh-ir.tdl.org/items/a1fd1328-a99a-42b7-80ea-ca526cc3630b

[42] Stickney, D. (2026). Illuminating the Role of the Teacher in Democratic and Transformative Educational Approaches. *Democracy & Education*, *34*(1), 11.

[43] Veliz, L., & Mainsbridge, C. (2025a). Insights into longevity and the professional lifespan of early and mid-to-late career teachers: Perspectives of teacher wellbeing. *Educational Review*, *77*(7), 2241–2259.

[44] Veliz, L., & Mainsbridge, C. (2025b). Insights into longevity and the professional lifespan of early and mid-to-late career teachers: Perspectives of teacher wellbeing. *Educational Review*, *77*(7), 2241–2259. https://doi.org/10.1080/00131911.2024.2409321

[45] Vinokur, E., Yomtovian, A., Marom, M. S., Itzchakov, G., & Baron, L. (2024). Social-based learning and leadership in school: Conflict management training for holistic, relational conflict resolution. *Frontiers in Social Psychology*, *2*, 1412968.

[46] Wang, Y. (2024). Exploring the impact of workload, organizational support, and work engagement on teachers' psychological wellbeing: A structural equation modeling approach. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1345740

[47] Woloshyn, V., Savage, M., Maich, K., & Penney, S. (2023a). Stress, coping, and well-being in teachers and school administrators. *Alberta Journal of Educational Research*, *69*(4), 492–513.

[48] Woloshyn, V., Savage, M., Maich, K., & Penney, S. (2023b). Stress, Coping, and Well-being in Teachers and School Administrators. *Alberta Journal of Educational Research*, *69*(4), 492–513. https://doi.org/10.55016/ojs/ajer.v69i4.75886

[49] Yılmaz, M., & Gümüşeli, A. İ. (2024). The Relationship between Conflict Management Styles of School Principals and Teachers' Cynicism Levels. *Osmangazi Journal of Educational Research*, *11*(2), 31–57.